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FIVE COLLEGE DEPOSITORY

AN EXPLORATION OF APPROACHES FOR TEACHING READING
TO ELEMENTARY HISPANIC STUDENTS IN A WEST
MASSACHUSETTS SCHOOL DISTRICT

A Dissertation Presented
by
MARIA DEL CARMEN BARRETO

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May, 1992

School of Education

MARIA DEL CARMEN BARRETO

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1992

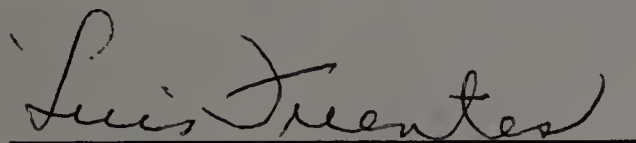
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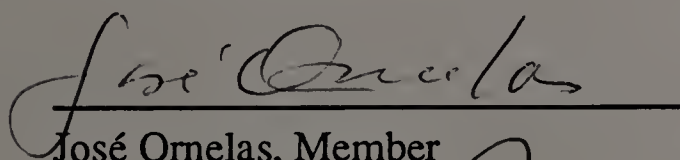
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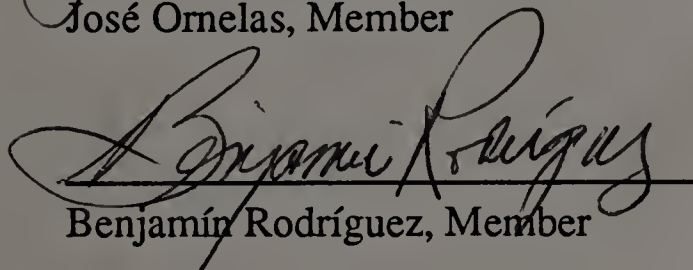
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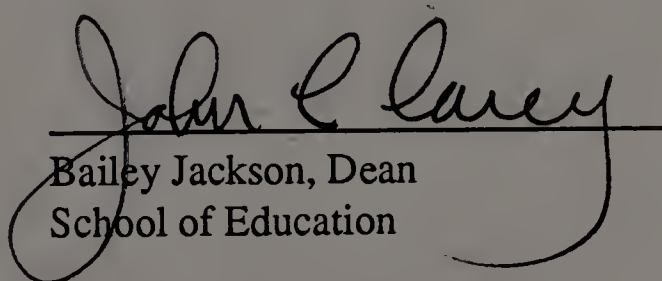
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DEDICATION

I dedicate this work to my three children; Jesús Enrique, Laura Natalia, and Reinaldo José which with there patience supported me and offered there understanding when it was most needed. Also to my parents whom were always by my side with prayer and support.

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Finally I give thanks to my children Enrique, Laura, and Reinaldo for their understanding and support, without which this work would not have been possible.

ABSTRACT

AN EXPLORATION OF APPROACHES FOR TEACHING READING TO ELEMENTARY HISPANIC STUDENTS IN A WEST MASSACHUSETTS SCHOOL DISTRICT

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The purpose of this study was to explore the knowledge that bilingual teachers possess in the teaching of reading in terms of skills, methods, and strategies. For this study, forty-five teachers were selected from the Bilingual Program of a West Massachusetts school district. A questionnaire concerning methods, techniques, and strategies used to teach reading was administered in order to compile the data. Said instrument was prepared by the investigator and validated by education specialists.

Next, the compilation of data proceeded with an analysis of the backgrounds of the teachers themselves. It was found that no significant

relationship exists between the knowledge these teachers possess and other variables such as sex, residential zone, certification possessed, academic preparation, number of students, methods used for teaching reading, amount of training received, years of experience in the system, grade taught, type of contract possessed, or years of experience in that grade, On the other hand, it was concluded that a significant relationship does exist between the knowledge that the teachers possess about certain methods for teaching reading and their annual salaries. It was found that the teachers who received larger salaries had more knowledge of the methods of teaching reading.

Following analysis of the data and the conclusions found it is recommended that:

- 1- A similar study be completed using the students of the Bilingual Program, using the different methods, techniques, and strategies for teaching reading.
- 2- A study be done using the two previous studies as a basis; involving both the teachers and students as subjects.
- 3- A study be done of monolingual teachers to assess their knowledge, techniques, and strategies for teaching reading.

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CHAPTER I

INTRODUCTION

Background and Statement of the Problem

Throughout its history the United States of America has opened its doors to many foreigners; all of which have contributed to the greatness of the nation. Many of these immigrants have come from nations with different languages and cultures while they have no knowledge of the English language. This diversity has presented a challenge to the educational system of the United States with how to best use their native language skills to survive in our society while at the same time learning the English language that will help them succeed in this society. The Bilingual Educational Program was developed as a response to the problem. In order to properly understand the concepts involved and the objectives of the program we should briefly discuss the historical processes which gave birth to the program.

Anderson and Boyer (1978), have divided the history of bilingual education into two phases. The earlier phase is called Pre First World War, in which some states provided education in two languages. Between 1817 and 1880, for example, the German language was used as the vehicle for education in Cincinnati, Indianapolis, Baltimore and New Ulm; French was used in the public schools of Louisiana and Spanish in the public schools of New Mexico. According to Fishman (1976) many parochial schools, founded within this period, offered education in such diverse language as Polish and Italian.

Spanish in the public schools of New Mexico. According to Fishman (1976) many parochial schools, founded within this period, offered education in such diverse language as Polish and Italian. Towards the end of the nineteenth century approximately one million students were enrolled in the public school which provided bilingual education.

This willingness to accommodate different language and cultures changed rather abruptly on April 6, 1917 when the United States declared war on Germany. The emotional response to the war prompted the passing of the laws which prohibited the use of German and other languages in the nations public schools. Thus began an extreme nationalist sentiment which had assimilation as one of the objectives of education.

The second phase of Bilingual Education started in 1963 with the beginning, at the Coral Way school in Miami, Florida, of a bilingual program. The school administration decided to start a bilingual educational program for the first, second, and third grade to serve the Cuban refugee students. This bilingual program consisted in the teaching of the basic subjects in the students vernacular language during the first half of the school day (provided by Cuban teachers) and the teaching of English during the remainder of the day.

In 1964 two bilingual projects were started in the southern part of the state of Texas offering services to students of the first through

third grades; and it gradually extended to other grades and school districts. In 1968, Pecos, New Mexico also started a bilingual program. Other states such as California, New Jersey and Arizona, recognizing the need for the bilingual education, soon also started programs of their own. Finally, January 2, 1968 the then president Lyndon B. Johnson signed into law a bill which created a bilingual program: Elementary and Secondary Education Act, known as Title VII. This was the first piece of legislation enacted with the intention of providing students with limited skill in English and education. This law did not, however, provide for an education in the language of the student. It did authorize the use of resources to provide training for teachers and support personnel, develop and distribute educational material and to stimulate the participation of parents in the education of their children. This helped to provide a better education to students with limited or no knowledge of English.

On November 4, 1971 Francis Sargent, governor of Massachusetts signed a state law which made bilingual education mandatory in school districts with more than twenty students, who had the same linguistic origin and with limited skills in English. This made Massachusetts the first state to legislate in favor of the bilingual education. This measure was taken under the understanding that immersion of students with limited or no English skills into the regular educational system

represented an unequal opportunity for success for those students and that it was the cause of high rates of failures and dropout among these students.

J. Stanley Pattinnger, director of the federal Office of Rights (OCR), circulated a memorandum to the school districts which had 5% or more students of minority national origin informing them of their obligations under Title VII of the Civil Rights Act. The memorandum did not require the schools to establish bilingual programs but did require that they provide some type of special instruction for students with limited knowledge of English. It also required the school administration to communicate with the parents of these children in a language which they could understand.

Lawsuits were presented against several states demanding the right to equal educational opportunities for students of minority groups. The New Mexico court heard the case known as *Serva vs. The Municipality* in which Mexican parents demanded a just education for their children. The judge ordered that instruction be provided in the language and culture of the child as part of a desegregation plan. In another front, *Aspira.*, a group of Puerto Ricans from New York obtained in 1974 a guarantee of bilingual education for the Spanish student population.

The Supreme Court established a significant precedent on

January 22, 1974 in the case of Lau vs. Nicholas when it decided, unanimously, that there existed a need for a bilingual education. This was one of the most important events related to the rights of the students whom are linguistical minorities and the only case of its kind to be decided by the Supreme Court of the United States. August 11, 1975, Terrell Bell (Secretary of Education) presented the Lau Remedies that served as a guide to school districts in identifying and evaluating students with a limited knowledge of English, determining when these students had reached the necessary skills to receive instruction in English, the selection of the teachers and for how long the instruction should be provided. As part of the Bilingual Program the English as Second Language (E.S.L.) program was introduced.

Between 1973 and 1974 the Bilingual Education Act was authorized and because of greater congressional support its budget was increased to 45 million dollars. It also provided for education in 26 languages in 211 schools. In spite of these numbers the program only reached 6% of the eligible students. Also Title VII was deficient in some crucial areas: lack of educational objectives and lack of professional training for the teachers. In August of 1980 and only three months before the presidential elections the then president Jimmy Carter proposed that the Lau Remedies be made into regulations which would make bilingual education mandatory in every school with 25% of

its students population of the same linguistical minority. The National Association for Bilingual Education supported this change; however the Department of Education received the unprecedented number of 4,600 signatures opposing the measure thus delaying its implementation until 1981.

The administration of President Reagan opposed the measure arguing that the same was against American ideas in that it helped preserve other languages thus impeding the adequate learning of English and therefore rendering the students incapable of entering the work force. In March of 1984 democrats Dale Kildee (Michigan) and Baltazar Corrada del Rio (Puerto Rico) introduced legislation reauthorizing Title VII, which had been modified in 1978 due to pressure from Senator Hayakawa by restricting federal funds.

Bilingual education was and will continue to be essential to the development of the United States because of the cultural diversity of its people. Only through bilingual education can linguistic minority groups be effectively integrated into the nations work force. To achieve the desired results is necessary that bilingual teachers learn the diversity of methods, techniques and processes need (Mejias, 1988).

According to Fishman (1976) bilingual education (TBE) refers to education which takes place in two languages. The transitional model of bilingual education, required by Chapter 71 A in

Massachusetts uses Spanish (the child's native language) as the vehicle to develop skills to introduce the English language. The objective of the model is to provide education in a known language while gradually shifting the weight of the instruction process to English. The native language of the child is used to develop skills in reading and writing the native language while at the same time developing reading, writing, oral expression, and comprehension skills in English. The history and culture of the child's country of origin are used as a background for the learning process while also introducing the culture and history of the United States. The program should be pursued full time and can be extended over a three year period. The purpose of the law and program is not to segregate students with limited skills in English for which the program should be offered in the schools which also offer regular education programs. In this manner students can participate with monolingual group (English) in those courses which do not require much verbalization such as art, music, or physical education. This approach also helps to ensure that students in the bilingual programs have equal access to extracurricular activities without adding the additional financial burdens which would be caused by attempts to establish such courses for them.

All students that have as a native language one other than English and have difficulties learning in the classroom with a regular

English program have a right to TBE education. The number of the students in a TBE class could range between eighteen and twenty-five and a teachers assistant should be available. In classrooms with mixed grade levels the range should be fifteen to twenty and an assistant also should be provided.

Considering the importance of the bilingual program and Title VII all students that present difficulties with their second language should have access to the help so that they can develop the skills required.

According to interviews with bilingual teachers of the western region of Massachusetts and with tests conducted by the bilingual department (1990) students with deficiencies in English proved to be under the expected grade level in reading. Therefore as they advance in the grade and the complexity of the required tasks increases so does their frustration and disappointment with the school and they then opt for dropping out of the school.

There exists a large number of reasons to entice a student to dropout of school. In this study we are focusing on a linguistic minority group and attempting to elucidate the extent to which the teachers lack of training in bilingual reading contributes to the problem. Velez, (1985), argues that the teacher is a critical factor in the students final decision concerning school.

Guiding questions

The following are the questions which guide the study

- 1- Is there a correlation between the sex of the teacher and his/her knowledge of techniques, methods and teaching processes?
- 2- Does age affect the teachers knowledge?
- 3- Does the teacher's academic background impact on their knowledge?
- 4- Is there a correlation between the years of experience of the teacher and his knowledge?
- 5- Is there a difference in the knowledge of the teachers as a function of place of origin?
- 6- Is there a difference in the knowledge of the teachers as a function of the grade which they teach?
- 7- Is there a difference in the knowledge of the teachers as a function of the grade which they teach?
- 8- Is there a difference in the knowledge of the teachers as a function of the number of trainings received?
- 9- Is there a relationship between the method used by teacher in the classroom and his knowledge?
- 10- Is there a relationship between the teachers salary and his knowledge?

- 11- Is there a relationship between the number of students in the classroom and the teachers knowledge?

Purpose of the study

The objective of this study is to determine what Spanish Reading teaching skills in Spanish present bilingual teachers have. The relationship between these skills and possible influencing factory will also be determined. After careful consideration of the findings content recommendations will be made for teacher training of Spanish language teachers using the successes of those teachers identified in the studies and the literature. The various Teaching methods now used in the district will also be analyzed and reported on. While this is a small sample it is explanatory in nature and may be replicated on a larger scale at a later time. The following factors will be considered:

- 1.1 Sex
- 1.2 Age
- 1.3 Academic preparation
- 1.4 Years of experience
- 1.5 Zone of origin in Puerto Rico
- 1.6 Type of contract
- 1.7 Grade in which the person teaches
- 1.8 Years of experience in the grade
- 1.9 Number of special trainings received

- 1.10 Method used for teaching
- 1.11 Yearly salary
- 1.12 Number of the students in class
- 1.13 Certification Teacher has

Significance of the study

The Higher Council of Education in Puerto Rico (1970) defined reading as a psychological act of perception and recognition of written symbols. This is referred to by teachers as mechanical reading. There are many factors that affect the mechanics of reading in students of the elementary grades. Many students are promoted to second grade without mastering basic reading skills. However many Teachers believe that the students still require emotional and mental maturing. In most cases this is the beginning of a long period of frustrating experience for the student since we find that at the end of the second grade the student still has not mastered the elementary mechanics of reading. If by chance the student is promoted to third grade, where he is expected to have a higher degree of independence in reading the feelings of insecurity are heightened; the subsequent failure in that grade will result in further frustration and a loss of interest in reading and in particular school in general.

According to Federico and Gomezs Palcio (1982) the process of teaching reading should be flexible enough to accommodate orthographic differences of language, characteristics of different texts, and the varying purposes of the readers. Traditional instruction in reading is based on the teaching of orthographic symbols, names of letters, relationships between letters and sounds, and continues to build

on these. The objective is to have the student learn to identify letters, syllables and words. They also propose that most of the readings (specially those in specific subjects) should be guided and guided and directed by the teacher which enhances the student's grasp of the topics and improves their study habits.

To Arnaldi de Olmeda (1985) reading is the first phase: the perception of symbols and their decoding into basic elements and the subsequent reassembly of the symbols to form words, phrases, and sentences. In the second phase the reader penetrates into the literal or implicit meaning of the ideas involved or interpretation and understanding. Finally the reader takes possession of the message making value judgements on the ideas; thus rejecting or accepting them for future application. Arnaldi proposes that many of the problems encountered by teachers in the initial phases of reading are related to unattended neurological physical conditions of the students.

Gomes Tejera (1969), in her article the Arts of Language recommends that reading teachers should carefully consider the different developmental phases of the child and their effects on the child's ability to acquire language skills. The teacher should also be familiar with a variety of teaching methods so that the instruction can be tailored to the needs of the individual student.

Certainly the learning of reading skills is critical to the subsequent development to the student and as discussed above the process of teaching reading skills is just as important. What skills the teachers have will determine the success or failure of process and potentially the success or failure of the student. It is then a worthy endeavor to know what skills the teachers have and to understand the strength and limitation of these skills.

Limitations of the study

This study is limited to one district of elementary schools in a Western Massachusetts city and therefore the results cannot and should not be generalized to schools at the state or national level. A second constraint is the limited time span of the study: the 1991-1992 school year. Since teachers are constantly improving their skills and the composition of any group can change, the results cannot be considered as indicative of past or future states. It is true, however, that the results can indicate present strengths and weaknesses and can serve as a basis for the determination of what training is required.

Definition of terms

Years of experience:	years worked by the individual as a teacher within educational system.
Zone of origin:	refers to the geographical area of the teacher's development, in Puerto Rico.
Years of experience in the grade	number of years which the teacher has worked a particular grade.
Classroom size:	number of students enrolled in the teachers class.
Elementary level:	kindergarten to sixth grade.
Bilingual teacher:	teacher with a B. A. degree in education whom is teaching and is fluent in more than one language.
Methods of reading:	refers to the methods used to teach students how to read in Spanish such as: Global, Phonetic, Alphabet, Lili, Rhyme and phonetic, Ginorio, Alphabet and spelling, Decroly, and Whole language.

CHAPTER II

RELATED LITERATURE

In this chapter the literature related to reading is discussed. Within this body of literature we can find the following:

1. What is reading?
2. How do we read?
3. Importance of reading.
4. Stages of reading.
5. Diagnostics of reading.
6. Methods of reading.
7. Recognition
8. Curriculum of Spanish reading of the Bilingual Department.
9. Conditions which affect the learning of reading.

According to Saez (1978) reading is an instrumental activity. We do not read for the sake of reading; we read for and because of an objective. Behind every act of reading there should be a desire to know, a need to penetrate into the deepest aspects of a subject. There should be a "desire to expand the contact of man with man". Reading is, therefore, a complex mental activity; an effort to be conscience of what is being read, and a dialogue with the author and ourselves.

According to Saez (1978), reading has as its basis the memory and as its instrument the imagination. In every reading there is a process of

remembering and of imagination not only of the content but also of the word. There cannot be any reading without the recognition of the words which express the content of the material.

Importance of reading

Reading as an educational instrument contributes to the integration of the individual, helping to satisfy many of his spiritual needs. Within the general concept of education reading has a singular position not only because of what was mentioned above but it also gives continuity inside and outside of the school to the multiple interests and obligations which modern society imposes upon the individual. Without reading the objectives of education would remain unfinished and would certainly not go beyond the classroom (Saez 1978).

Continues Saez (1978) saying that a well directed reading is the most perfect school; the most wise of teachers for the individual; it presents and solves problems, guides the person, helps with the fulfillment of social responsibilities, and provides continuity with the past. It penetrates to the depths of the culture and above all will save the person from tedium, vanity, and from vulgarity. From every good reading the person returns, enriched and consoled.

Therefore, to teach how to read is not an easy task. Neither is it the task of only one of the school periods. It is a task susceptible of constant improvement. While it is true that the process begins at the beginning of the

schooling process the command of the task requires a lifetime. All reading has to be interpreted after it has been recognized by visual perception; which is done in a determinate and precise manner (Saez 1978).

There are various definitions of what is reading. According to Gomez Tejera (1974), reading is constant and proper recreation of the reader. It is also a process that involves two fundamental acts: recognition of the written word and comprehension of the meaning of the words.

To del Rosario (1956), reading is a dual process: the mechanical processes necessary to stimulate the brain or sensory perception, and the mental processes which interpret the stimulus which are described as conceptual or of reflexion. For Gil y Goya (1960), reading is a process which requires the development of skill: it is a visual act, it is a perception act, it is a process of reflexion. Within the process the auditory signals of the words are substituted by the graphical or abstract symbols which they represent.

According to Downing (1974), reading is defined in the initial stages of learning and consists in recognizing the semantic and auditory meaning of the written word. In order to learn how to read the student must first decipher that which is written, translating it to the spoken form of the language and its linguistic meaning.

According to Bloomfield and Barnhard (1961), reading is nothing else but the correlation of the audio image with its visual image. Learning to read is a continuous process of the individuals growth and development. Artley (1961), says that reading is the art of reconstructing from the base of the printed word the ideas, emotions, and the sensory perceptions of the writer.

How do we read

According to Messmer (1957), at the university of Zurich, and Zeitler at Leipzig performed many experiments concerning the psychology of reading and stated that many letters dominate the words for certain readers and are easier to recognize. They also proved that short phrases and long words are recognized as quickly as isolated letters.

Saez (1978), mentions that Javal (1879), in the University of Paris, was the first to notice that the movements of the eyes during reading are not constant and that while traversing a line of text they proceed in a series of jumps and pauses and that it is during the pauses that the process of reading takes place. The movements of the eyes are irregular, variable in extension and in duration. This irregularity includes the possibility of a rhythm. He reached the conclusion that the eye rests after every tenth letter; extension which he believed could be swept in a single fixation. In addition he concluded that the fixation point moves and the movements of the eyes preclude vision except for within pauses.

Huey in 1908 examined Javal's statement that the fixation point is in the

upper half of the letters and using Messmer's investigations he believes that Javal's conclusion was motivated by the fact that the upper part of the letters is more important than the lower part. He also observed that the subjects acquire a rhythm in the eye movements after reading four to five lines and it varies with the subject.

According to Saez (1978), investigations have resulted in the following conclusions:

- First: the movements of the eyes during reading are discontinuous.
- Second: reading takes place only during the pauses which allow clear vision.
- Third: the pause of fixation of the eye occupies from twelve thirteenths to twenty-three twenty-fourths of a second, or practically all of the time required for the eye to traverse the line. The variations within the line depend on the individual.
- Fourth: These pauses of fixation are irregular in number, duration and also depend on the length of the line. These irregularities depend on the individual, the type of text and the purpose for reading.
- Fifth: each individual tends to establish a rhythm in the eye movements after reading several lines which he maintains

page after page.

Sixth: the eye reads or scans phrases or words and not letters or syllables.

Seventh: while reading the eye does not utilize the full field of vision or perception.

Stages of reading

Saez (1978) indicated that there exists different stages of reading; which are:

a) Mental maturity:

The chronological age of the child is not a good indicator of the readiness of the child to learn to read. Experimentation has shown that mental age is the proper indicator. Psychology suggests 6.5 years as the minimum mental age at which learning can begin. At that age the child has the necessary maturity to understand learning. In addition the child has acquired a great variety of experiences that serve as a reference point for those he will encounter in reading. Reading is a process of thinking and if the thought expressed is not recognized or it is not associated with a previous idea reading has not occurred.

b) Physical development:

By adequate physical development we understand the normal development of speech, visual, auditory organs and their functions.

c) Emotional stability:

Emotional stability is the consequence of many factors and could be viewed as proof of normality of the integral development of the child. It is the condition under which the child behaves with

independence, and without timidity but also without marked aggressiveness.

d) Social maturity or sociability:

This is readiness to share belongings with others, participate in group activities, recognize others rights, and accept responsibilities.

e) Linguistic abilities:

Language is the most important medium for expression. It is of most importance to have a good working knowledge of the spoken word before trying to learn the written word. The word is the living organism of reading and requires that we also understand them as the living organism of our thoughts. Every item is known by a name, is distinguished by its function, be appreciated by its sound qualities, and in general by its rhythm and intention.

In a study conducted by Arthur I. Gates and quoted by Saez (1978) he indicates the factors that determine the success of learning reading. He states that nine of the fifteen of the most important are related to language. These are: ability to listen attentively; ability to remember and execute orders, ability to relate stories or experiences, describe objects, participate in discussions or general conversations, ability to think clearly; ability to interpret pictures; interest in what is read and in reading; ability to find something in a book;

and finally the ability to listen to a story and participate in its discussion.

Since not every child reaches the point of readiness at the same chronological age it is important to create groups or to give individual attention as required by individual differences. The first days in school must be properly prepared to assist in the child's adaptation to a new social medium. The teacher must observe carefully, guide wisely, and offer creative activities. A simple question, picture, object or animal are proper motives to awaken the child's curiosity and make him part of the group.

According to Downing (1978), in research conducted on reading, concludes that the success in reading is a function of general maturity or of the complete development and that conversely failure in reading stems from the lack of maturity. Several factors influence the development of the maturity needed to learn to read:

- a) Psychological: which include general maturity such as neurological, vision, audio, and speech.
- b) Environment: linguistic history of the home and social experiences.
- c) Emotional, motivational: emotional stability and the desire to learn to read.
- d) Intellectual: which include general mental aptitude such as the capacity for rational thought, solution of problems, and the ability to discriminate visual and auditive signals.

The concept of maturity in reading has evolved and ramified; however, the results of some tests has uncovered contradictions in the theory.

According to Saez (1978) the stages in the process of teaching to read are the following:

- a) **Systematic beginning:** in this stage it is impossible to determine when to start basic aspects of reading in the first grade, nor its position in the study program. Reading as an essential aspect of understanding the language is intimately connected with other activities, specially with those that make the language its principal mode of expression. From the recognition of there names and the formulation of simple commands (such as "Close the door" or Do not erase") the child proceeds to reading material which is short and meaningful and which stem from pictures, experimentation, lists of things done or to do, etc. It is very important to make adequate use of books at this stage. Placing a book in the hands of a child should mean the beginning of and adventure and to that end a careful selection is required. The child should have liberty in its handling, know how to pass the pages, find the index, interpret the pictures and associate them with the contents. The first books should not contain surprises but stories of people, animals, and objects which are known to the child. Classroom lessons which precede

the use of the books should be intimately related with the contents of the books. The difficulties which the books present should have been resolved before the actual reading with adequate work using the chalkboard, pictures, etc. and not only with verbal activities such as narrations or discussions.

b) Stage of rapid progress:

The above approach should be used throughout the primary grades. In addition, in grades second and third the child is ready to make use of analysis, word recognition, use of glossaries, use of dictionaries, and the reading of informative material of varied types.

This period is characterized by the fast progress in the development of skills, attitudes, and desirable habits in reading. There is a fast growth in interest in reading, in interpretation skills, and in comprehension. They will recognize words with greater fluidity while in silent reading.

c) Enrichment stage:

This stage normally coincides with grades fourth, fifth, and sixths and its purpose is to increase the experiences of the student so that his skills in reading are enriched. During this stage the child has a marked interest for, and curiosity about adventures, discoveries, and explorations. Therefore, the student must be

offered the opportunity of reading material of different areas.

The child, throughout this stage, will place into practice the skills acquired in previous years.

Methods of reading

According to Saez (1978), the methods of teaching reading consist of ways to achieve a systematic recognition of written symbols. There are only two methods to teach an individual how to read; or that there is a correlation between the written language and the spoken language.

The first method begins with the study of the symbols and there elementary sounds with the objective or recognition. The second method tries to achieve not only recognition but also understanding or comprehension of the content. This will not only immerse the child in the written language, as complex as it may seem to him, but it will also satisfy the need for comprehension.

The first method can be called systematic and all of the forms which teach reading for the sake of reading (i.e. the recognition of letters by their names and sound, isolated words, syllable relations) are included. The second approach can be called analytic and is what we generally refer to as global method (i.e. forms which teach reading as a means to satisfy a need such as name recognition, follow procedures, recognize a previous experience). The second method makes reading, from its beginning, an act of thought, recognition, and action (Saez, 1978).

According to Huey (1906), the primary methods of teaching reading can be classified into four categories: alphabetic, phonetic, words, and sentences. The alphabetic method has been employed from antiquity up to about seventy years ago. Learning started with the names of the letters; then two letter syllables, and continuing to words. The method is mechanical, lacking in interest. It also lacks an immediate purpose and extremely difficult to pass on to true reading (comprehension of what is read). The phonetic utilizes the sounds and phonemes to build words and sentences.

According to Saez (1978), in France, as in many other countries, they recognize the Dr. Decroly method as the best in the application of the global method. However we must be aware that Dr. Decroly mentions the origins of his approach as the methods of Radonvilliers, Nicolas Adam, Jacotot, Itard and Bourneville. Dr. Decroly, a psychoanalyst of language, says that the success of the method is enhanced by postponing the teaching of reading. Most students, before being able to assimilate and make good use of the exercises of systematic reading, must first acquire a rich vocabulary. The student must be ready from a language perspective and by this points out the intimate relationship between language and reading.

Saez (1978) mentions that the Decroly global method has four stages:

- a) Initiation: the students are familiarized with type phrases and are thought a large number of words by using cards or papers with the students names on their chairs, other furniture and objects.

- b) Verification and application: using educational games and the recognition of the words learned in the first stage by the teacher writing the words on the chalkboard.
- c) Elaboration: the child constructs new phrases by combining phrases and words previously learned. The student should also begin to express his thoughts in writing.
- d) Decomposition: the student is thought the written characters. The students should know the simple elements of a phrase: words; and of the words; syllables. The students should discover similarities and make classification; forming series of words which contain a specific syllable, vowel, etc.

Decroly (1954) recommends the use of silent reading for the exercises of elaboration and verification, and the formation by each student of a reading book; first gluing paper strips which contain the phrases and words and then those prepared on their own in exercises of spontaneous writing and dictation. Analogous forms of the development of the principle of globalization are used in the United States with variants in the material such as: rhymes, short sentences, small paragraphs from children's experiences, etc. Among the different approaches to the application of the global method two are of major importance: Experience Method and the Intrinsic Method of A. I. Getes (1954).

In the first method the children make short stores based on subjects of

interest, which the teacher writes on the blackboard and then constitutes the material of the first lessons on reading. This method has been severely criticized by C. R. Stone in The Current-Experience Method in Beginning Reading. "Elementary School Journal", Vol, 36 1945pp. 105-109. Among other problems Stone mentions the danger of memorization, the impossibility of controlling the vocabulary and that it lacks the practice and repetition necessary to acquire the mastery of words. He also mentions the difficulty of the content and its inadaptability to individual differences. Nevertheless the experience method, in the hands of a good teacher, can produce good opportunities.

The ultimate goal of the school is not to teach how to read, write, or count but to contribute to the development of the child's aptitudes and capabilities; educate the student in the social life. It should try to form the personality without deforming the individuality. Reading, therefore, is a means of culture, a means of nurturing and not a goal in itself.

According to Piaget (1959) it is through this mental process, characteristic of the child that he acquires his knowledge of the environment and adapts to the changing conditions of life. This globalizing activity is the bridge between the instinctive activity and the intelligent activity. It is a natural function of the child and allows the natural acquisition of the language and of the techniques necessary for learning: reading and writing.

Contrary to Decroly's opinion the visual image plays a very important

role in the global or audiovisual method. Actually it is the global method which closely corresponds to the mental activity mentioned above. If we use oral expression it is as a means to compare and association between the idea contained in the written symbols and our thoughts. By association, comparisons, and differences the child, day by day, will acquire the written word just as he acquired the spoken word. This concept of integration is more evident at the beginning of the teaching process than in the later stages of the life of the child. Around the so called centers of interest or learning units the child acquires knowledge of his physical world and the social world; begins to appreciate the values of life and to discipline his own life. Themes such as the school, the home, etc., contribute to his comprehension of the world of relationships and other academic subjects such as history, geography and arithmetic. He learns how to live.

Therefore, the use of the child's diverse experiences would provide the source needed for the creation of material; this material would vary with the child's origin, environment, and socio-economic class. The teacher may use these experiences in the development of reading skills and the enrichment of the vocabulary (Cuesta 1984).

According to Mendoza (1987), before starting to teach the teacher must know the curriculum well, the test used to evaluate the students, minimum competency requirements for each level of learning, and the academic record of the student. This information will give the teacher a general idea of the

position of the individual concerning reading skills. He should not accept all of the above as absolute truth; but should administer his own tests by using a series of readings which will verify their knowledge and point out the deficiencies. The teacher should also be aware of other factors such as health and family history. The integration of the school and family life is very important. Parent participation in school activities give confidence to the student and demonstrate parental support.

In 1950 the Department of Public Education of Puerto Rico developed the Rhyme and Phonetic method of teaching reading. This method, by Monserate Guzmán, Vélez y Gómez Tejera (1934), was used in an experiment in Puerto Rico during the school year 1931-33; in several schools of San Juan, Rio Piedras, Carolina, Caguas, Isabela, Fajardo, Aguadilla, Cabo Rojo, Jayuya y Corozal. The results were excellent and it was decided to extend the method to the rest of the island.

The method began with a period of preparation during which the experiences of the students were increased, good observation skills were developed, and they learned to take notes. For this period the use was recommended of: field trips, narrations, conversations, picture study, games , songs, and the reading of papers prepared by the students.

In the study of each rhyme the child would learn to establish a direct relation between the meaning of the rhyme and the phrases and words. Later the student would read a unit derived from the rhyme in which words from

the rhyme and other activities were included.

Alphabet and Spelling Method

The method begins with the teaching of the letters. The method presupposes that the students must first learn the names of each of the letters. Once this is accomplished the student is ready to learn a given word by pronouncing each letter. Then, he would memorize the letters in the same order until he could pronounce the word (Departamento de Instrucción Pública 1979).

Rational Method of Jose Gonzales Norio

Known as the Ginorio method (1916), it consists in a series of lessons which developed as follows:

- a) presentation of basic words
- b) decomposition of the basic word
- c) decomposition of the syllable into sounds
- d) composition of new words after evaluation of the progress made.

In this method twenty basic words were presented in 19 lessons to teach 31 sounds; among the basic words we find mesa, bola, and tira. After these lessons the text book titled Lectura Infantil # I D.I.P. (1971) was used.

Sound Method

According to Navarro (1981), in this method teaching begins with mastering the individual sounds of the letters. The student would associate the letter with the sound and learned to recognize it. After learning each

letter the student would finally pronounce the word.

Phonetic Method

According to Rivera (1981), the phonetic method was designed by Encarnacion and Juan Alicea to teach students to read and write Spanish. The D.I.P recommended in 1927 the use of this method which had been used with success by the Alicea's. This method was classified as a synthetic method.

Global Method

In the beginning of the academic year 1942-43 efforts were made to guide teachers in the use of the Global method, which proceeds from the concept to its constituent parts (analytic-synthetic). In this method the student was started in a unit of reading; an experience or preparatory lesson for the reading of basic books. The student was guided in the recognition of the total unit, sentence, phrases and words. The words would be used in the study of the keys to the phonetic and structural analysis.

The method results in a solid association between the written word and the action of the material; between fact and its form of expression. It is immediately obvious that the children do not confront abstract symbols without meaning by formulas which express their thoughts.

Thanks to their excellent visual memory the child recognizes the phrases and the words and will spontaneously establish relations. They are not trying to spell words or syllables but to recognize identical elements in the

image of different words. The word is, then, for the child similar to a drawing, an image which evokes an idea (Rivera 1981).

Keys to Recognition in the Development of Reading

Several keys to recognition exist in the process of teaching how to read which are described as follows.

Configuration Key:

Humans by their nature are very active in organizing stimuli. When confronted by any situation we will structure what we perceive into patterns of designs. We configure the situation to our own tastes. That which excites us with a background and/or figure which are predominant will attract our attention. The background is not the most important aspect. It only serves as a differentiator. In one instant we perceive the totality, without regard to detail (Saez 1978).

1. The similarity and the contrast in the pattern or design.
2. The continuity with which the sounds of symbols occur; or if the continuity is broken to adopt other forms. It is easier to identify a design if there is a repeating symbol.
3. The continuity in which the sounds or symbols are organized in the pattern or design.

Audio discrimination is one of the most important communication skills which must be developed in the children.

There is a great difference between hearing and listening which

will confuse many (Rivera 1981).

Let us now examine Visual Discrimination which is fundamental to learning. The primary function of the teacher should be to facilitate the means so that the student may learn to notice similarities and differences in what he sees: persons, written words, pictures, etc. Other components of this key are the forms, size, color, and direction or position.

Context Key

We understand for context the union of words which ties the composition together. It is the concept which defines the sense of what is written.

Structural Analysis Key

It is a procedure in which we identify the significant structural units. It is the most efficient way to enrich the vocabulary, teach new grammar concepts, understand function and relations of the word in the sentence, and for the mastering the syllabic composition.

This approach is used to analyze the root of the words, morphemes, divide the word into syllables, identify compound words, prefixes, and suffixes.

According to Rivers (1981) these variants are only changes in form which affect the words, their function, and relations. The study of syllables is another essential part of learning how to read. It is the

smallest unit of speech which is pronounced within the nucleus of one emission of voice.

There are seven types of syllables according to their composition:

- 1- Syllables composed on one sound (a, e, i, o, u,) and used as monosyllables or to separate names.
- 2- Direct syllables or free syllables, formed by a consonant followed by a vowel (ma, te, si); the last two are used quite frequently and are the easiest to recognize.
- 3- Inverted syllables made of one vowel followed by a consonant, which is the most difficult for children with perception problems.
- 4- Syllables composed of one vowel between two consonants.
- 5- The syllable formed by consonant groups.
- 6- Syllable formed by a consonant followed by a diphthong.
- 7- Syllable formed by a consonant followed by a triphthong.

Furthermore the key of structural analysis contains subdivisions obtained by using compound words, words contained within other words, derivation of words, diminutive, etc.

Continues Rivera (1981), phonetics is the study of the language, its physiological aspects, or historical evolution. The acoustic aspects are composed of the phonemes and sounds. These by themselves do not have any significance until they are combined in phonetic units which the listener will

associate with some aspect of reality.

A phoneme is each of the distinguishable sounds of a language or each of the simple sounds of which the spoken language is composed of. Sound is one of the primary elements of the language. It is the impression that are caused by certain vibrations when speaking and which the brain recognizes as sound. Sound is characterized by three main physical qualities: tone, timbre, and intensity.

There exist according to Rivers (1981) individual differences within distinct regions of a country in the pronunciation of the language; and also from country to country. This is why some peculiarities of speech are ignored from country to country such as dialects in South America.

Linguist suggest that phonetics is an essential part of any method used to teach reading. This key has the highest probability of success in any grade and is the best auxiliary for the understanding and analysis of new vocabulary. It relates the learning process with the sound represented by each letter and it's pronunciation and the different variants of each sound; depending on the position of the letter in the word.

Dictionary Key

A dictionary is an inventory of the lexicon of a language where the words are grouped in alphabetical order; and in which are integrated the necessary explanations on etymology, semantics, grammar, and history. This key is the best auxiliary for the study of the meaning of words. During the

development of this key the teacher can use the illustrated dictionary, pictographic dictionary, and the word notebook.

Factors which affect the learning of reading

According to Tinney (1976), a small proportion of children have persistent difficulty in learning to read during the first years and the problems are associated to neurological causes. This is based on several studies related to the maturity required for reading. Miles in 1967, indicated that people which suffer from cerebral lesions may have problems with brain functions related to language or even their total loss. Miles (1967) also describes the dyslexic child as one whom confused the letters, makes insertions, cannot find the meaning of written symbols, and is persistently confused regarding the direction of the symbols on the paper. Witty (1967) describes this condition as mental blindness; the child can see the symbols but is blind to their significance as words. He can not organize the symbols into meaningful ideas.

Smith (1972), claims that in the specific dyslexia there can be an inadequate cerebral function because of a biochemical problem and not necessarily because of a structural defect such as tissue damage. However, Orton (1978), a neurologist, argues that the inversions during reading (such as saw/was, top/pot, on/no) observed with great frequency in cases of reading problems and in children which have recently learned to read are caused by directional confusion. This confusion in turn is caused by a lack of proper predominance of one of the cerebral hemispheres.

Herris (1987), argues that the tendency towards inversions in slow learners is an indicator of immaturity in the development of perception; the child cannot learn to read because the sense of perception has not developed sufficiently to allow the child to distinguish between directions or the alternatives of reversible symbol combinations. Continues Herris (1987) indicating that the slow reader which continues to make inversions has not unlearned that which he has learned previously concerning those particular symbol combinations and therefore he concludes that the tendency to invert symbols is normal during the learning process and cannot be interpreted as a lack of maturity for learning to read or write.

According to Bond (1964) there are certain types of visual defects which are correlated with the inability to learn to read. Difficulties such as: problems with near vision, deficient eye muscle equilibrium, deficiency in function, and in depth perception. This make an eye examination a very important item in the initial stages of reading. Schaw (1967), an ophthalmologist, suggested that when children are born and while the globe of the eye is elongating, it adapts to see closer and therefore the child is probably ready to learn to read in the first year of his life.

Homes (1968), argues that children are physiologically ready to learn to read by the usual age of entry into the school system but that the teachers should observe them carefully for any symptom of visual problems and seek competent professional help if any are noticed.

According to Burton (1956), a child which has difficulty hearing does not receive a clear representation of the sounds he must imitate and therefore will mispronounce words. The child will also have difficulties in correcting pronunciation errors because of the lack of proper feedback of his own speech.

Robinson (1964), also contends that ear deficiency is a cause of reading problems. The lost of response to high frequencies is associated with failure in reading. This is specifically associated with difficulty in hearing the beginning of words such as "sigh", "fie", thigh", which have a strong initial high frequency component.

Kopel (1967), indicates that the effects of deficient hearing on the progress of learning to read can depend on the methods of teaching. The methods which emphasize the phonetic aspects will give better results in students which have hearing problems. According to Gates (1949), children that have difficulties in speaking will find learning to read difficult and will have problems with phonetic analysis.

Schonell (1964), suggests that the cultural climate of the home has a direct affect on the maturity for reading and progress in the same. There are several aspects which influence the "home climate".

Curriculum of Spanish Reading of the Bilingual Department

These are the skills which should be covered from first to sixth grade in Spanish reading according to the curriculum established in this city of Massachusetts and in the bilingual program P. B. (1991).

1. Financial conditions such as the dimensions of the house, quality and regularity of meals and sleep.
 2. Opportunities for games and social experiences of varied types. These obviously affect the development of concepts and vocabulary.
 3. Attitudes towards reading in the home; also the availability of reading material of varying degrees of difficulty.
 4. Quality of family life as evidenced by the relationships between the parents and its influence on the feelings of security of the child.
-
- 1- Auditory Discrimination.
 - 2- Following Oral Direction.
 - 3- Instructional Language.
 - 4- General Vocabulary.
 - 5- Oral Language Development.
 - 6- Listening Comprehension.
 - 7- Sequencing.
 - 8- Categorizing.

- 9- Using Oral Context.
- 10- Letter for Discrimination.
- 11- Decoding Printed Words in Spoken Context.
- 12- Reading High-Frequency Words.
- 13- Using Spoken Context.
- 14- Discriminating Letter Forms.
- 15- Listening for Beginning Sounds.
- 16- Letter-Sound Associations.
- 17- Identifying High-Frequency Words.
- 18- Word Recognition.
- 19- Predicting Outcomes.
- 20- Beginning Sounds o.y.
- 21- Cause/Effect.
- 22- Beginning h.
- 23- Noting Correct Sequence.
- 24- Beginning Sound qu.
- 25- Drawing Conclusion.
- 26- Identifying The Topic.
- 27- Noting Important Details.
- 28- Word Referents yo, me tu, te nosotros.
- 29- Noting Correct Sequence.
- 30- Categorizing.

- 31- Clusters.
- 32- Final Sounds o, a.
- 33- Final Sound e.
- 34- Final Sound s.
- 35- Final Sound r.
- 36- Beginning and Final Sound z.
- 37- Beginning Sound ll.
- 38- Word Referents esta, este, esto.
- 39- Plural s.
- 40- Masculine and Feminine.
- 41- Ending ito, ita.
- 42- Sounds for c.
- 43- Verb Ending aste, aron.
- 44- Enclitic Form.
- 45- Verb Endings ia, io.
- 46- Verb Ending ieron.
- 47- Recognizing Base Word.
- 48- Identifying the Main Idea.
- 49- Verb Ending o.
- 50- Alphabetic Order.
- 51- Verb Ending aba.
- 52- Summarizing.

- 53- Verb Ending iam.
- 54- Beginning Sound r, rr.
- 55- Hearing Syllables in Words.
- 56- Consonant Sound n.
- 57- Ending on.
- 58- Endings isima, isimo.
- 59- Endings illa, illo,
- 60- Endings osa, oso.
- 61- Diphthong ia, ie.
- 62- Changing co or ca to qu Before into or ita.
- 63- Diphthong io, ua.
- 64- Common Ending Syllables.
- 65- Changing z to c Before es.
- 66- Diphthong ue.
- 67- Listening for Stressed Syllables.
- 68- Verbal Ending as.
- 69- Cluster br, fr.
- 70- Common Beginning Syllables.
- 71- Recognizing Accent Marks.
- 72- Compound Words.
- 73- Commas.
- 74- Diphthongs ui.

- 75- Quotation Marks.
- 76- Common Ending Syllables.
- 77- Double Enclitic Form
- 78- Accent to Indicate Meaning and Stress.
- 79- Using a Table of Contents and Index.
- 80- Using the Glossary.
- 81- Syllable Generalization.
- 82- Visualizing.
- 83- Using Context.
- 84- Dashes.
- 85- Using Prefixes.
- 86- Reading Bar Graphs.
- 87- Using Suffixes.
- 88- Distinguishing Between Fact and Opinion.
- 89- Making a Survey.
- 90- Diagrams.
- 91- Using an Encyclopedia.
- 92- Locating Information Quickly.
- 93- Using Maps and Globes.
- 94- Taking Tests.
- 95- Multi-Meaning Words.
- 96- Similes.

- 97- Question Marks and Exclamation Points.
- 98- Parts of Book.
- 99- Using Context-Familiar Words.
- 100- Using a Directory.
- 101- Using Context-Unfamiliar Words.
- 102- Understanding Similes, Metaphors, and Idioms.
- 103- Making an Out Line.
- 104- Using the Library Card Catalog.
- 105- Fact and Opinion.
- 106- Understanding Diagrams and Tables.
- 107- Reading a Street Map.
- 108- Understanding Characters' Feelings.
- 109- Using Reference Aid.
- 110- Understanding Descriptive Language.
- 111- Reading Maps and Time Lines.
- 112- Evaluating Opinions.
- 113- Recognizing Bias, Viewpoints, and Assumptions.
- 114- Taking Notes.
- 115- Reading Physical and Product Maps.
- 116- Understanding Figurative Language.
- 117- Using the Newspaper.
- 118- Denotations and Connotations.

- 119- Recognizing Propaganda Techniques.
- 120- Understanding Analogies.
- 121- Predicting Outcomes.
- 122- Comparisons and Contrast.
- 123- Recognizing Assumptions.
- 124- Evaluation Information.

During the development of this chapter we have proved the existence of different stages and levels where the student develops the skills necessary to acquire a proper grasp of reading. Also, several methods of teaching reading were mentioned which can be used by teachers in the development of reading.

The teacher can use a combination of methods for the development of reading skills depending on the type of student. We was also established the Spanish reading skills that a bilingual student must master when completing elementary school. These will serve as a guide for the teacher which must teach Spanish in a bilingual classroom of the West District of Massachusetts.

CHAPTER III

METHDOLOGIES

Introduction

This study is outlined with the purpose of determining what skills bilingual teachers possess in order to teach reading, the various; method's techniques and processes in order to teach reading in Spanish to bilingual students. It will determine, moreover, the relationship between the distinct factors and standard skills.

This chapter will present the population, the example, the instrument, the procedures, and the statistical analyses.

Population of the study

For the purpose of this study, forty-five (45) bilingual teachers were selected, which comprise 100% of the population of the bilingual teachers.

The Holyoke educational system was selected for the study out of the systems of the Western district. The Holyoke system is comprised of:

- 9 elementary schools
- 3 intermediate schools
- 2 high schools
- 1 vocational school

The system serves 7,654 students (1991-1992 school year). The district has the following distribution by ethnic background:

2,407 Anglos

4,711 Hispanics

82 Various

The students are taught by 522 teachers with the following distribution:

231 elementary school

96 intermediate school

87 high school

68 vocational school

Within the elementary schools there are 45 bilingual teachers (Spanish\English) and 201 monolingual (English).

Procedure

All of the bilingual teachers from the bilingual program were selected for the study. The test entitled "Prueba para maestro sobre ensenanza de lectura" was used for this study. It contains forty multiple choice questions related to the knowledge they should possess of the teaching methods, techniques and processes used to teach reading skills. Each question correctly answered has a value of one point. The questions were prepared by the investigator taking into consideration the literature discussed.

The test was reviewed by a Supervisor of Spanish educators and the Director of the school district of Manati, which belongs to the Educational Region of Arecibo, Puerto Rico. The supervisor has an M.S. Degree in Education (specializing in the Spanish language) and the school director has an M.S. in Education, specializing in Administration and Supervision of Schools. Once the test was approved it was field tested on twenty Spanish Speaking Reading teachers from the Manati school district. Changes were made on the test before administering it in Massachusetts.

Written permission was secured from the school superintendent of Holyoke Massachusetts (the district selected for the study). Once authorized to conduct the study the investigator approached the 45 teachers selected explain the test and to answer procedures and to distribute the test papers.

Statistical Analysis

The test results will be analyzed to determine if there is a correlation between the factors studied and the knowledge the teachers have for the reading in the Spanish language to bilingual student.

The following are the questions which guide the study:

- 1- Is there a correlation between the sex of the teacher and his/her knowledge of techniques, methods and teaching processes?
- 2- Does age affect the teachers knowledge?
- 3- Does the teacher's academic background impact on their knowledge?
- 4- Is there a correlation between the years of experience of the teacher and his knowledge?
- 5- Is there a difference in the knowledge of the teachers as a function of place of origin?
- 6- Is there a difference in the knowledge of the teachers as a function of the grade which they teach?
- 7- Is there a difference in the knowledge of the teachers as a function of the grade which they teach?
- 8- Is there a difference in the knowledge of the teachers as a function of the number of trainings received?
- 9- Is there a relationship between the method used by teacher in the classroom and his knowledge?

- 10- Is there a relationship between the teachers salary and his knowledge?
- 11- Is there a relationship between the number of students in the classroom and the teachers knowledge?

The test used for the study of teachers skills in methods of teaching reading appears in the following pages.

PRUEBA DE CONOCIMIENTOS

FAVOR DE HACER UNA MARCA (X) EN LA CONTESTACION QUE APLICA.

SEXO:

☐ Masculino
☐ Femenino

EDAD:

☐ 21 a 25 años
☐ 26 a 30 años
☐ 31 a 35 años
☐ 36 a 40 años
☐ 41 años o más

PREPARACION ACADEMICA:

☐ Bachillerato
☐ Bachillerato más créditos
☐ Maestría
☐ Maestría más créditos
☐ Doctorado

ANOS DE EXPERIENCIA:

☐ 1 a 3 años
☐ 4 a 7 años
☐ 8 a 10 años
☐ 11 a 15 años
☐ 16 años o más

ZONA DE PROCEDENCIA:

☐ Estados Unidos
☐ Procedente de Puerto Rico
☐ Nacido en Estados Unidos y criado en Puerto Rico
☐ Nacido en Puerto Rico y criado en Estados Unidos
☐ Procedente de otra nacionalidad hispana

TIPO DE CONTRATO QUE POSEE:

☐ Permanente
☐ Provisional por un año

GRADO QUE ENSEÑA:

<input type="checkbox"/>	primero	<input type="checkbox"/>	primero y segundo
<input type="checkbox"/>	segundo	<input type="checkbox"/>	segundo y tercero
<input type="checkbox"/>	tercero	<input type="checkbox"/>	tercero y cuarto
<input type="checkbox"/>	cuarto	<input type="checkbox"/>	cuarto y quinto
<input type="checkbox"/>	quinto	<input type="checkbox"/>	quinto y sexto
<input type="checkbox"/>	sexto		

ANOS DE EXPERIENCIA EN EL GRADO:

☐ 1 a 2 años
☐ 2 a 4 años
☐ 5 a 6 años
☐ 7 a 8 años
☐ 9 años o más

NUMERO DE ADIESTRAMIENTOS RECIBIDOS:

☐ Cada vez que es necesario
☐ Dos veces al semestre
☐ Una vez al mes
☐ Una vez al año
☐ Una vez al semestre
☐ Ninguno

METODO USADO EN LA ENSEÑANZA DE LECTURA:

☐ Tradicional
☐ Whole Language
☐ Combinación de ambos
☐ Siguiendo la serie básica de lectura
☐ Tradicional dando énfasis en la fonética

INGREGO ANUAL:

☐ \$21,000 a \$24,000
☐ \$24,001 a \$27,000
☐ \$27,001 a \$30,000
☐ \$30,001 a \$34,000
☐ \$34,001 ó más

CANTIDAD DE MATRICULA QUE ATIENDE:

_____ 18 a 21
_____ 22 a 25
_____ 26 a 28
_____ 28 a 33
_____ 34 ó más

CERTIFICACION QUE POSEE:

_____ Sin certificación
_____ Con certificación
_____ Con certificación en proceso

PRUEBA DE CONOCIMIENTOS

Instrucciones: -Lea cada aseveración.
-Seleccione aquella alternativa que considere es la que mejor contesta la aseveración.
-Haga una cruz (X) al lado de la letra que corresponde a la aseveración que usted seleccionó.

- 1- La lectura es un proceso de percepción visual que requiere:
 - a- interpretación de lo que se lee.
 - b- recreación constante y propia del que lee.
 - c- reconocer frases aisladas.
 - d- desarrollo de ritmo al leer.
- 2- La lectura es un proceso que envuelve dos actos fundamentales. Estos son:
 - a- uso de técnica y metodología.
 - b- reconocimiento de frases y palabras.
 - c- uso de juegos educativos y reconocimiento de frases.
 - d- reconocimiento de la palabra escrita y comprensión del significado de las palabras.
- 3- La lectura es un acto visual, perceptual y de reflexión, cuyo propósito es:
 - a- desarrollar sonidos ortográficos.
 - b- desarrollar destrezas en el individuo.
 - c- reconocer lo que se escribe.
 - d- interpretar lo que se lee.
- 4- El proceso de leer se origina cuando:
 - a- el lector desarrolla su ritmo al leer.
 - b- los movimientos del ojo humano sean continuos.
 - c- el ojo del ser humano realiza una serie de saltos y pausas durante la lectura.
 - d- se desarrollan sonidos ortográficos.

- 5- De acuerdo a investigaciones realizadas sobre el proceso de la lectura, se encontró que el ojo del ser humano lee:
- a- por frases o palabras.
 - b- letra por letra.
 - c- sílaba por sílaba.
 - d- línea por línea.
- 6- El factor que más exactamente determina cuándo el niño está preparado para empezar el aprendizaje de la lectura lo es:
- a- el desarrollo muscular.
 - b- la madurez mental.
 - c- el vocabulario que posee.
 - d- la edad cronológica.
- 7- De acuerdo a la psicología, la edad mental en que se debe iniciar con éxito el aprendizaje de la lectura es:
- a- cuatro años y medio.
 - b- cinco años.
 - c- cinco años y medio.
 - d- seis años y medio.
- 8- ¿Cuál de los siguientes factores no se relaciona con los aspectos que deben ser considerados al iniciar al niño en el proceso de la lectura?
- a- estabilidad emocional.
 - b- nivel socio-económico.
 - c- madurez social.
 - d- desarrollo físico.
- 9- El aprestamiento a la lectura se hace gradualmente. Por lo tanto, cuando no todos los niños dominan las mismas destrezas de apresto, aún cuando tengan la misma edad, es necesario que el maestro:
- a- fracase al niño para que repita el grado.
 - b- haga agrupaciones dentro del salón de clases.
 - c- refiera al niño a terapias de habla.
 - d- haga un referido para un psiquiatra.

- 10- Existen varios factores que afectan la madurez para empezar a leer. Uno de éstos son los factores fisiológicos. Estos factores fisiológicos incluyen, entre otros,:
- a- madurez general, crecimiento y lateralidad.
 - b- madurez general, motivación y aptitud mental.
 - c- discriminación visual, cerebrar y madurez.
 - d- experiencias sociales, ambientales y de lenguaje.
- 11- De acuerdo a Antonia Sáez, existen etapas en el proceso de la enseñanza de la lectura. Una de éstas lo es la etapa de inicio sistemático. Esta etapa se caracteriza porque:
- a- ocurre un progreso rápido en el desarrollo de las destrezas, actitudes y hábitos deseables en la lectura.
 - b- hay un crecimiento rápido en los intereses de lectura, en las destrezas de comprensión e interpretación.
 - c- es imposible determinar cuándo se inicia el aspecto básico de la lectura en el niño.
 - d- existe un amplio crecimiento en el reconocimiento de palabras, y en la lectura oral y silenciosa.
- 12- De acuerdo a Sáez, otra de estas etapas es la de progreso rápido. Esta etapa se caracteriza porque:
- a- se hace imposible determinar cuándo se inicia al niño en el aspecto básico de la lectura.
 - b- se inicia al niño en la interpretación de láminas y su relación con el contenido escrito por el autor.
 - c- aumentan las experiencias del estudiante para enriquecer sus habilidades y destrezas de lectura.
 - d- existe un crecimiento rápido en el desarrollo de destrezas, actitudes y hábitos deseables en la lectura.

- 13- La etapa de enriquecimiento se caracteriza porque:
- a- tiene como propósito aumentar las experiencias del niño para enriquecer sus habilidades y destrezas de lectura.
 - b- existe un crecimiento rápido en el desarrollo de destrezas, actitudes y hábitos deseables en la lectura.
 - c- se imposibilita establecer cuándo se inicia al estudiante en el aspecto básico de la lectura.
 - d- el niño es iniciado en la interpretación de láminas y cuentos.
- 14- Cuando queremos hacer comprender al niño que existe una determinada correspondencia entre los signos de la lengua escrita y las palabras de la lengua hablada, estamos hablando de:
- a- técnicas para enseñar a leer.
 - b- taxonomía de las preguntas.
 - c- métodos de enseñanza de lectura.
 - d- discriminación auditiva.
- 15- Existen varios métodos para enseñar a leer. Uno de éstos comienza con el estudio de los signos y sus sonidos. El otro busca la cabal comprensión del contenido que el niño lee. Por lo tanto, podemos concluir que el primer método mencionado tiene como propósito:
- a- refinar las destrezas de lectura.
 - b- conocer las letras por su nombre.
 - c- comprender el símbolo escrito.
 - d- reconocer el símbolo escrito.
- 16- En el segundo método, el propósito es:
- a- comprender lo que se lee.
 - b- reconocer lo que se lee.
 - c- conocer las letras por su nombre.
 - d- refinar las destrezas de lectura.

- 17- Cuando hablamos de reconocer el símbolo escrito, estamos hablando de:
- a- comprensión del escrito.
 - b- reconocer algo que se había pensado.
 - c- único método para enseñar a leer.
 - d- reconocer las letras por su nombre y su sonido.
- 18- Método para enseñar a leer que ha sido empleado universalmente desde la antigüedad, el cual iniciaba el aprendizaje con los nombres de las letras. Después que se dominaban, se procedía a hacer combinaciones silábicas de dos y tres letras. Eventualmente se reconocían monosílabos y palabras:
- a- Método alfabético
 - b- Método fonético
 - c- Método de palabras
 - d- Método de oraciones
- 19- Varios autores han reconocido que el método de enseñar a leer del Dr. Decroly es el mejor en la aplicación del método global a la enseñanza de lectura. El mismo está compuesto por cuatro etapas. La primera de estas lo es la etapa de iniciación. En la misma:
- a- se emplean juegos educativos y el reconocimiento de las frases y palabras ya conocidas, escritas en la pizarra.
 - b- se hace conocer al niño las frases tipo en forma de órdenes y se les enseña un gran número de palabras, colocando tarjetas o papel con los nombres de los discípulos en sus asientos.
 - c- el niño construye frases combinando las palabras y frases ya aprendidas.
 - d- el niño comienza a expresar su pensamiento en forma escrita.

- 20- La segunda etapa del método del Dr. Decroly lo es la etapa de comprobación y aplicación. En la misma:
- a- se emplean juegos educativos y el reconocimiento de las frases y palabras antes conocidas en las tarjetas, escribiéndolas el maestro en la pizarra.
 - b- el niño construye nuevas frases mediante la combinación de las frases y palabras ya aprendidas.
 - c- el niño llega a conocer los elementos simples de la frase, las palabras, las sílabas y las letras.
 - d- el niño comienza a expresar su pensamiento por escrito colocando, debajo de los dibujos y grabados del cuaderno de observación, las frases y palabras que expresan su contenido.
- 21- Según el método del Dr. Decroly, la etapa donde el niño llega a establecer semejanzas y diferencias en término de las frases y las palabras; a la vez hacen clasificaciones formando cuadros y series de palabras donde utilizan un tipo de sílaba, vocal o consonante determinada, se conoce como:
- a- etapa de iniciación
 - b- etapa de comprobación y aplicación
 - c- etapa de elaboración
 - d- etapa de descomposición
- 22- Decroly recomendó el empleo de la lectura silenciosa para las etapas de:
- a- iniciación y elaboración
 - b- comprobación y aplicación
 - c- comprobación, elaboración y aplicación
 - d- descomposición e iniciación
- 23- La enseñanza de la lectura es más significativa si el maestro considera:
- a- experiencias vividas por los niños.
 - b- nivel socio-económico de los niños.
 - c- lugar donde el niño reside.
 - d- edad del niño.

- 24- Método para enseñar a leer en el cual se estudiaba la rima y se llevaba al niño a aprender y establecer relación directa entre el significado de la rima y la lectura de las frases y las palabras:
- a- Método alfabético
 - b- Método de rimas y fonética
 - c- Método de deletreo
 - d- Método racional
- 25- Método para enseñar a leer en el que se comenzaba con la enseñanza del abecedario. Una vez que el niño se aprendía el nombre de cada letra, éste se encontraba en la disposición de aprender una palabra determinada pronunciando cada letra, luego memorizaba esas letras en orden hasta pronunciar la palabra completa:
- a- Método alfabético y deletreo
 - b- Método de rimas y fonética
 - c- Método racional
 - d- Método del sonido
- 26- Método para enseñar a leer en el cual se presentaban veinte palabras básicas de 19 lecciones para enseñar 31 sonidos. Estas lecciones eran desarrolladas de la siguiente manera: presentación de la palabra básica; descomposición de la palabra básica; descomposición de las sílabas en sonidos; y composición de palabras nuevas:
- a- Método alfabético y deletreo
 - b- Método fonético
 - c- Método global
 - d- Método Ginorio
- 27- Método para enseñar a leer basado en el dominio de los sonidos individuales de las letras. El alumno asocia la letra con el sonido y así aprende a reconocerla. Para el aprendizaje, el alumno iba entendiendo los sonidos de cada letra y al final pronunciaba la palabra completa:
- a- Método Ginorio
 - b- Método alfabético y deletreo
 - c- Método del sonido
 - d- Método global

28- Método para enseñar a leer que va del todo a las partes. En el mismo se inicia al alumno en el estudio de una unidad de lectura, ya sea ésta una unidad de experiencia o preparatoria para la lectura de los libros básicos. Se guía al alumno en el reconocimiento de la unidad total, de oraciones, frases y palabras. Las palabras sirven para el estudio de las claves de análisis estructural y fonético:

- a- Método del sonido
- b- Método global
- c- Método fonético
- d- Método Ginorio

29- Existen varias claves de reconocimiento en el desarrollo de la lectura. La clave donde se estructura lo que se percibe en patrones o diseños, sin fijarse mucho en los detalles, se conoce como:

- a- clave de configuración
- b- discriminación auditiva
- c- discriminación visual
- d- clave de contexto

30- Clave en la cual la función principal del maestro es la de facilitar al alumno los medios de notar semejanzas y diferencias en todo lo que visualiza:

- a- clave de configuración
- b- discriminación auditiva
- c- discriminación visual
- d- clave de contexto

31- Clave en la cual se identifican unidades estructurales significativas. Es el análisis de la estructura para enriquecer el vocabulario, incorporar conocimientos gramaticales, conocer la función y relación de la palabra en la oración, ampliar significados y para el dominio de la composición silábica:

- a- clave de diccionario
- b- clave de configuración
- c- clave de análisis estructural
- d- discriminación auditiva

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

This study was designed to determine the knowledge that teachers possess in a system of the Western Mass. district about the methods used for the teaching of reading. It was also determined the relations that exist between the different factors and the mentioned knowledge. The statistical factors were: sex, age, academic preparation, years of experience, zone of origin, type of contract, grade taught, years of experience teaching that grade, number of trainings received, the methods of teaching that they use, annual income, registration that they attend and certification that they possess.

This chapter IV presents the results obtained in the study. It also includes tables and interpretations.

For the purpose of this study it's calculated that the average and the standard deviation for the considered variables in this investigation.

Analysis of relations

To determine the relation between variables considered in this study, we realized an analysis of correlation. We used the Pearson Product Moment Correlation with the following formula:

$$r = \frac{\frac{\sum xy}{N} - \bar{x} \bar{y}}{\sqrt{(\sum x^2 / N - \bar{x}^2)(\sum y^2 / N - \bar{y}^2)}}$$

Data analysis

Media and standard deviations obtained by the teachers for variables of: achievement, sex, age, academic preparation, residential area, type of contract, grade working with, years of experience, number of trainings, teaching techniques, annual income, enrollment and teaching certifications.

Table 1 Summary of tables

Variable	Media	Standard Deviation
achievement	29.571	5.9995
sex	1.52	0.5057
age	2.67	0.7642
academic preparation	1.75	1.0801
years experience in the grade	2.40	1.0328
residential area	2.95	1.1668
type of contract	1.30	0.4641
grade working with	3.00	1.6641
years of experience	2.30	1.0670
number of trainings	5.22	1.0250
teaching techniques	2.60	1.4106
annual income	2.151	1.0013
number student attendance	3.02	0.6975
type of certification	2.05	0.8458

Table I presents the average and standard deviation obtained for teachers in the variables uses; sex, age, academic preparation, years of experience, region of origin, type of contract, grade taught, years of experience in that grade, number of trainings received, method of utilization, yearly salary, number of students, college that one attended and the certification that one possesses.

The average for the variable sex was 1.52%, classified by number two being masculine. In the distribution of the example by sex, it was determined that 47.5% belonged to the male sex while 52.5% belonged to the female sex. This result showed that the average sex was female.

The average for the variable age was 2.67%; classified by 1 for 21-25 years old, with two for 26-30 years old, 3 for 31-35 years old, 4 for 36-40 years old and 5 for 41 years of age and more. This result showed that the average age was 26-30 years old.

The average for the academic preparation was 1.75%, classified with 1 for B.A., 2 with B.A. plus credit; 3 with master; 4 with Master plus credit, 5 with Ed. D, this result showed that the average academic preparation was the Bachelor Degree.

The average for year of experience was 2.40%, classified by 1 to 1-3 years, 2 with 4-7 years, 3 with 8-10 years, 4 with 11-15 years and 5 with 16 years of experience or more. The result showed the average years of experience was 4 to 7 years.

The average for the variable region of precedence was 2.85%; classified by 1 for the ones always living in United States, 2 for the ones that were born in Puerto Rico and grew up in the United States, 3 for the ones that were born in United States and grew up in Puerto Rico, 4 for the ones that came to United States to work, 5 for the ones that came from other spanish nationality.

The average for the variable type of contract was 1.30%, classified by 1 for tenure and 2 for non tenure. The average type of contract was tenures.

The conclusion for the variable of the grade of teaching was 3.00% classified by 1 for first grade, 2 for second grade, 3 for third grade, 4 for fourth grade, 5 for fifth grade, 6 for sixth grade, 7 for first and second grade, 8 for second and third, 9 for fourth and fifth, 10 for fifth and sixth grade and 11 for fifth and sixth grade. The average grade was third.

The average variable for the years of experience in the grade level was 2.30%, classified by 1 for the 1-2 years of experience: 2 for one that has 3-4 years of experience; 3 for one that has 5-6; 4 for one that has 7-8 years of experience; 6 for one that has 9 years of experience or more. The result showed that the average years of experience in the grade level was 3-4 years.

The average variable for the number of training received found was 5.22%, classified by 1 for when it's necessary; 2 for twice for semester; 3 for one a month, 4 for one a year, 5 for semester and 6 for never. The average

number of training was 1 for semester.

The average for the variable method used for teaching was 2.60%, classified by: 1 for traditional, 2 for whole language, 3 for using both, 4 for using the reading series, 5 for one using the traditional method with emphasis in phonetics. The average method used in teaching reading was Whole Language.

The average for the variable of yearly salary was 2.15%, classified by: 1 for \$21,000-\$24,000, 2 for \$24,001-\$27,000, 3 for \$27,001-\$30,000, 4 for \$30,001-\$34,000, 5 for \$34,001 or more. The average year salary was \$24,000-\$27,000.

The average for the variable number of the student in the classroom was 3.02%, classified by: 1 for 18-21 students in the classroom, 2 for 22-25 students, 3 for 26-28 students 4 for 28-33 students and 5 for one attendance of more than 33 students. The average number of the students in the classroom was 26-28.

The average for the variable of the teacher certification was 2.04%, classified by, 1 for the one's that don't have certification, 2 for the one's that have certification and 3 for the one's that have certification in progress. The result shows that the average teacher has a certification.

In the terms of the variables the development or knowledge of the teaching methods of reading, it was found that the percent was 98.57%. The highest expected score was 40 the lowest expected score was 0.

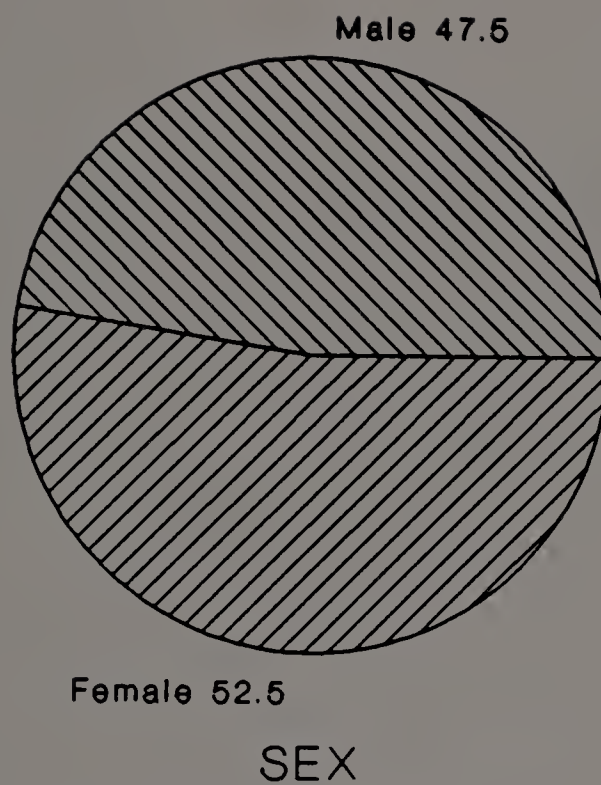


Figure 1

Distribution of the sample based on sex

The figure number 1 shows the distribution of the sample based on sex of the teacher response. The 47.5 percent of the sample were male and 52.5 were female

Table number 2 shows the correlation (r) determined of .2229 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.2229) has been less than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the sex.

Therefore we retain the null hypothesis number 1.1 that predicts that there is no significant relation between these two variables.

Table 2

Analysis of correlation between knowledge and sex of the teachers

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.2229	38	.3044	.05	N.S.
Sex	1.53	.5057					

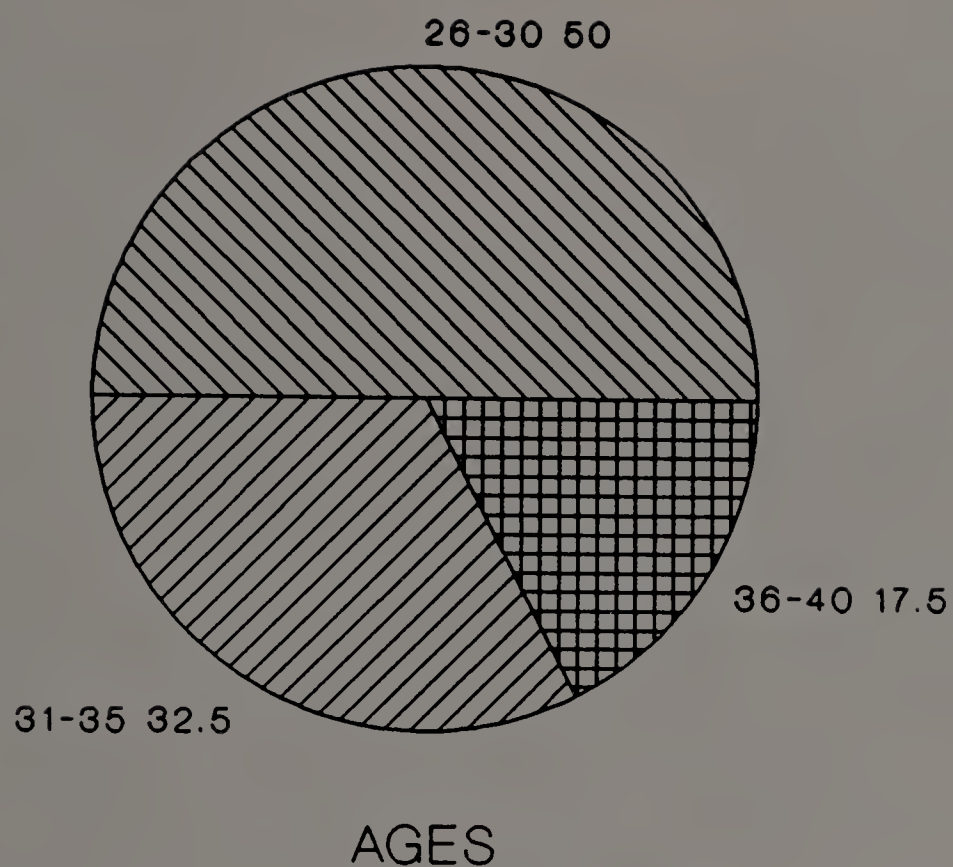


Figure 2

Distribution of the sample based on age

The figure number 2 shows the distribution based on age of the teacher response. Fifty (50) percent were between 26 to 36 years old. The 32.5 percent were between 31 to 35 years old and 17.5 percent were 36 to 40 years old.

Table number 3 shows the correlation (r) determined of .3047 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

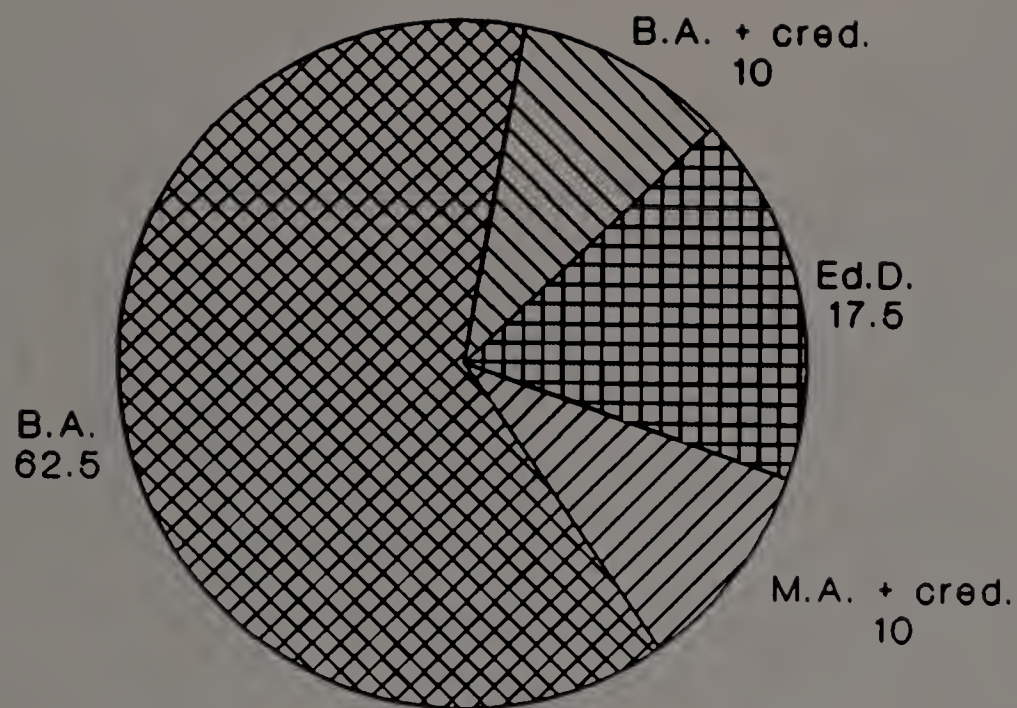
Since the correlation (r) (.3047) is higher than the critical value (.3044) it concludes that there is a significant relation between the knowledge of the teachers and the age.

Therefore we retain the null hypothesis number 1.2 that predicts that there is no significant relation between these two variables.

Table 3

Analysis of correlation between knowledge and age of the teachers

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.3047	38	.3044	.05	S.
Age	2.68	.7642					



Academic Preparation

Figure 3

Distribution of the sample based on the academic preparation

Figure 3 presents the distribution based on the academic preparation of the teacher response. The 62.5% has an academic preparation of a B.A., the 10.0% has B.A. plus cred., the 17.5 has Ed.D. and the other 10.0% has M.A. plus cred.

Table number 4 shows the determined correlation that was .1711 for 38 degrees of liberty (df). The critical value for this case at the level .05 of probabilities is .3044.

Because the correlation (r) (.1711) is less than the critical value (.3044) we conclude that there is no significant relation between the teacher's knowledge and the academic preparation.

Therefore we keep the null hypothesis number 1.3 that predicted that there is not a significant relation between these two variables.

Table 4

Analysis of correlation between knowledge and academic preparation

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.3047	38	.3044	.05	S.
Academic preparation							
	1.75	1.0801					

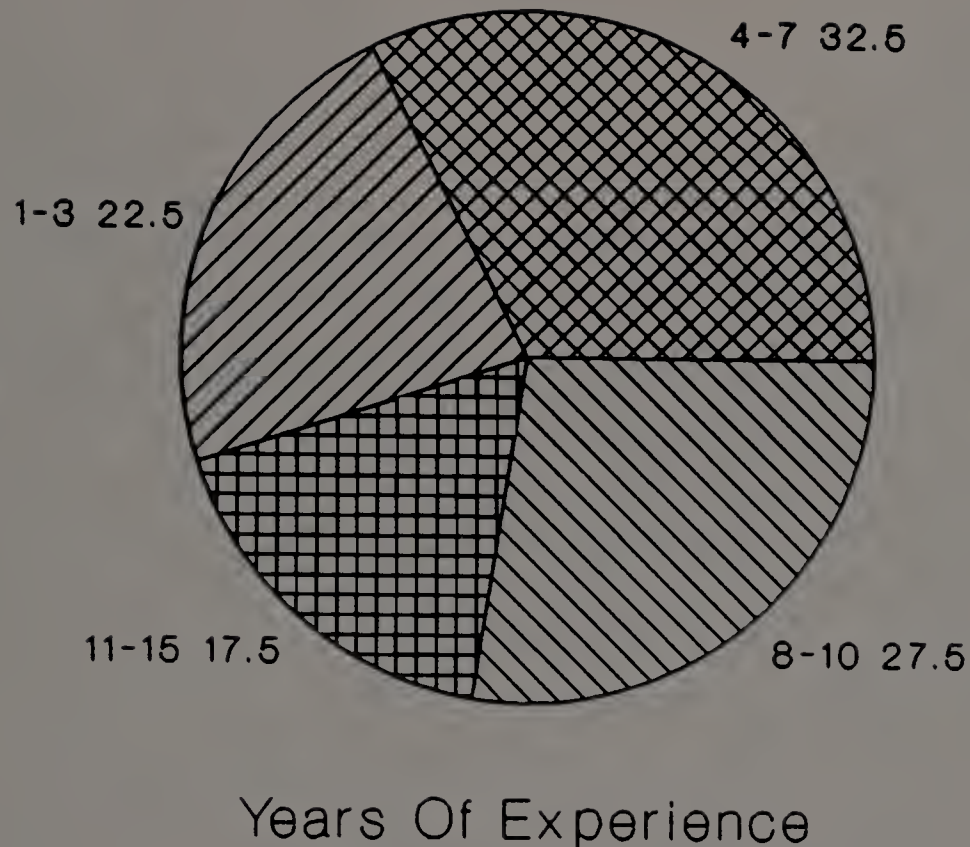


Figure 4

Distribution of the sample based on years of experience

The figure number 4 shows the sample distribution based on years of experience of the teacher response. The 22.5 percent have 1 to 3 years of teaching experience. The 32.5 percent have 4 to 7 years of teaching experience; the 27.5 percent have 8 to 10 percent of teaching experience, 17.5 percent have 11 to 15 years of teaching experience.

Table number 5 shows the correlation (r) determined of .2739 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.2739) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the years of experience.

Therefore we keep the null hypothesis number 1.4 that predicts that there is no significant relation between these two variables.

Table 5

Analysis of correlation between knowledge and years of experience of the teachers

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.2739	38	.3044	.05	N.S.
Years experience							
	2.40	1.0326					

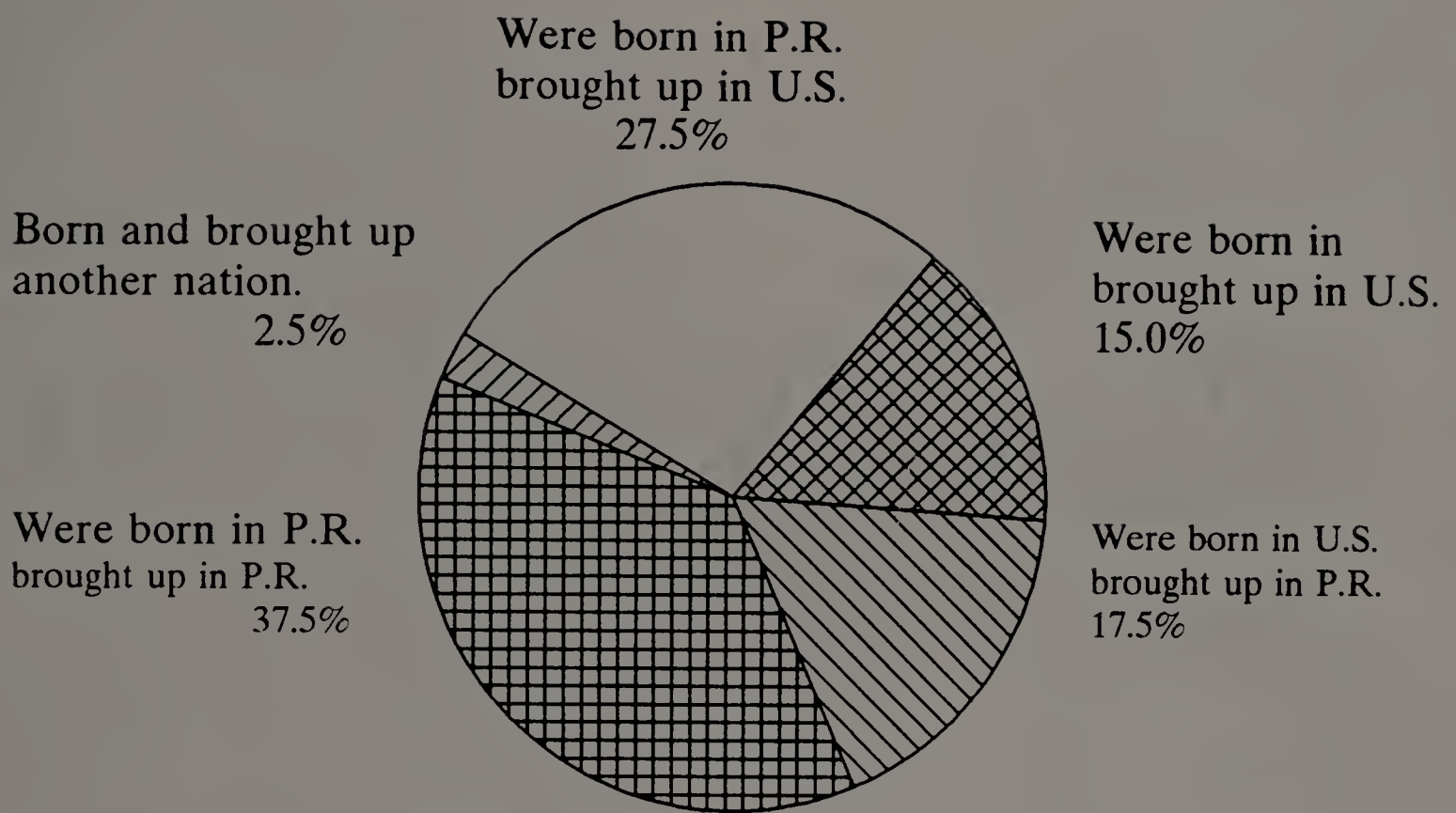


Figure 5

Distribution of the sample based on the area of origin

The figure number 5 shows the distribution of the sample based on area of residence of the teacher response. The 27.5 percent were born in Puerto Rico but grew up in the United States. The 17.5 percent were born in the United States but grew up in Puerto Rico. The 37.5 percent were born and grew up in Puerto Rico, the 3 percent were born in other nations, and the 15 percent were born and grew up in the United States.

Table number 6 shows the correlation (r) determined of .2877 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.2877) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the residential zone.

Therefore we keep the null hypothesis number 1.5 that predicts that there is no significant relation between these two variables.

Table 6

Analysis of correlation between knowledge and residential zone of the teachers

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.2877	38	.3044	.05	N.S.
Residential Zone							
	2.85	1.1668					

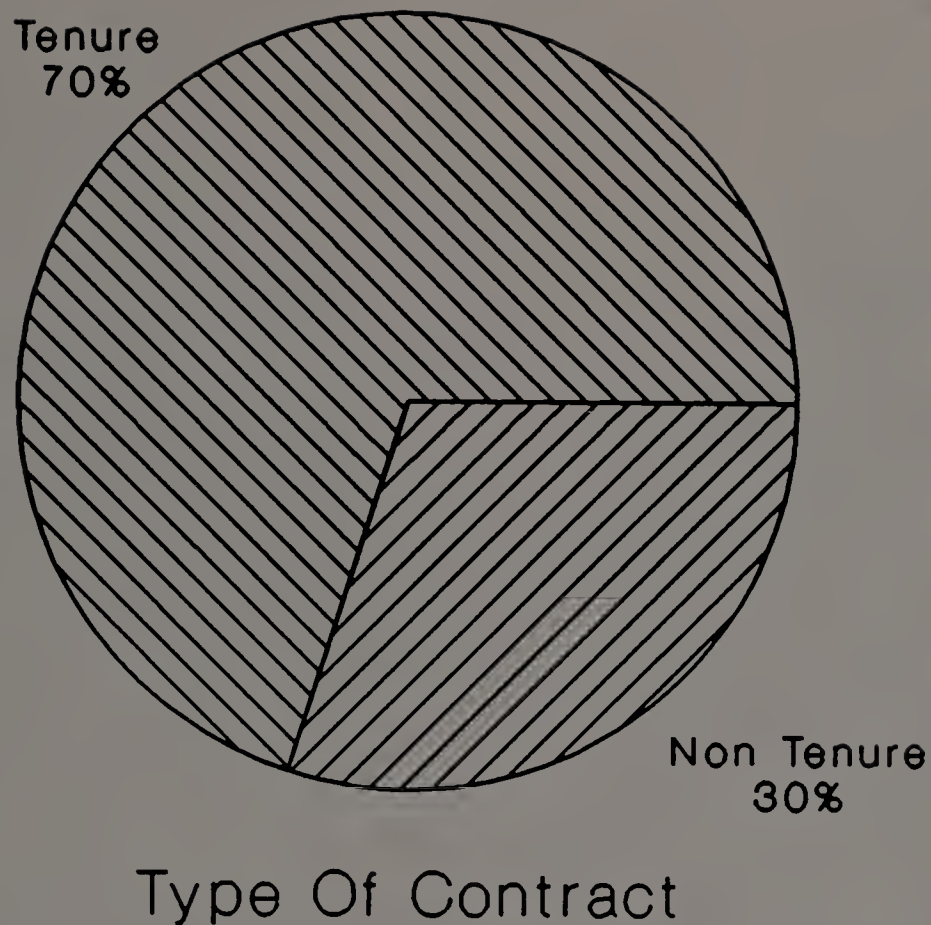


Figure 6

Distribution of the sample based on the type of contract.

The figure number 6 shows the distribution based on the type of contract of the teacher response. The 70 percent is permanent and the 30 percent is temporary.

Table number 7 shows the correlation (r) determined of .2753 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.2537) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the type of contract.

Therefore we keep the null hypothesis number 1.6 that predicts that there is no significant relation between these two variables.

Table 7

Analysis of correlation between knowledge and type of contract of the teachers

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.2753	38	.3044	.05	N.S.
Type of contract							
	1.30	.4641					

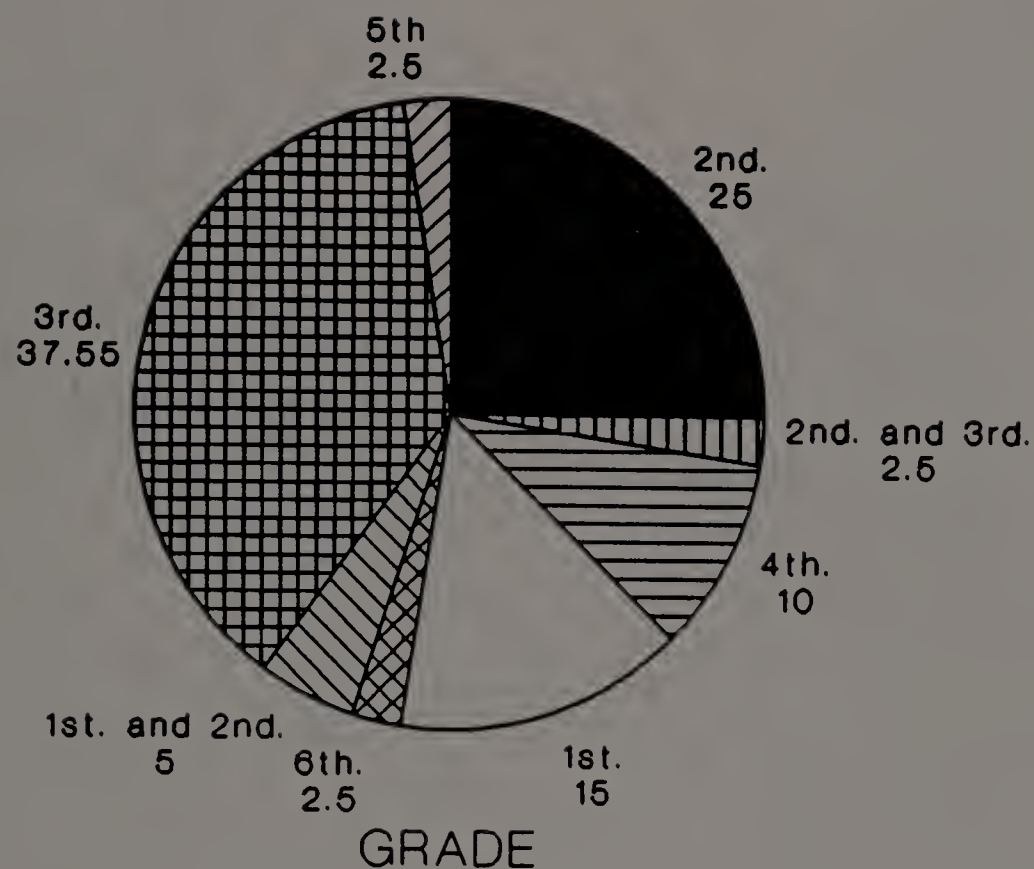


Figure 7

Distribution of the sampler by grade of teaching

The figure 7 shows the distribution of the sample based on grade of teaching of the teacher response. The 25 percent teach second grade. The 38 percent teach third grade, the 15 percent teach third to sixth grade. The 7.5 teaches different grades.

Table number 8 shows the correlation (r) determined of .2466 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.2466) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the grade that they teach.

Therefore we keep the null hypothesis number 1.7 that predicts that there is no significant relation between these two variables.

Table 8

Analysis of correlation between knowledge of the teacher and the grade that they teach

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.2466	38	.3044	.05	N.S.
Grade that the teacher teach							
	3.00	1.6641					

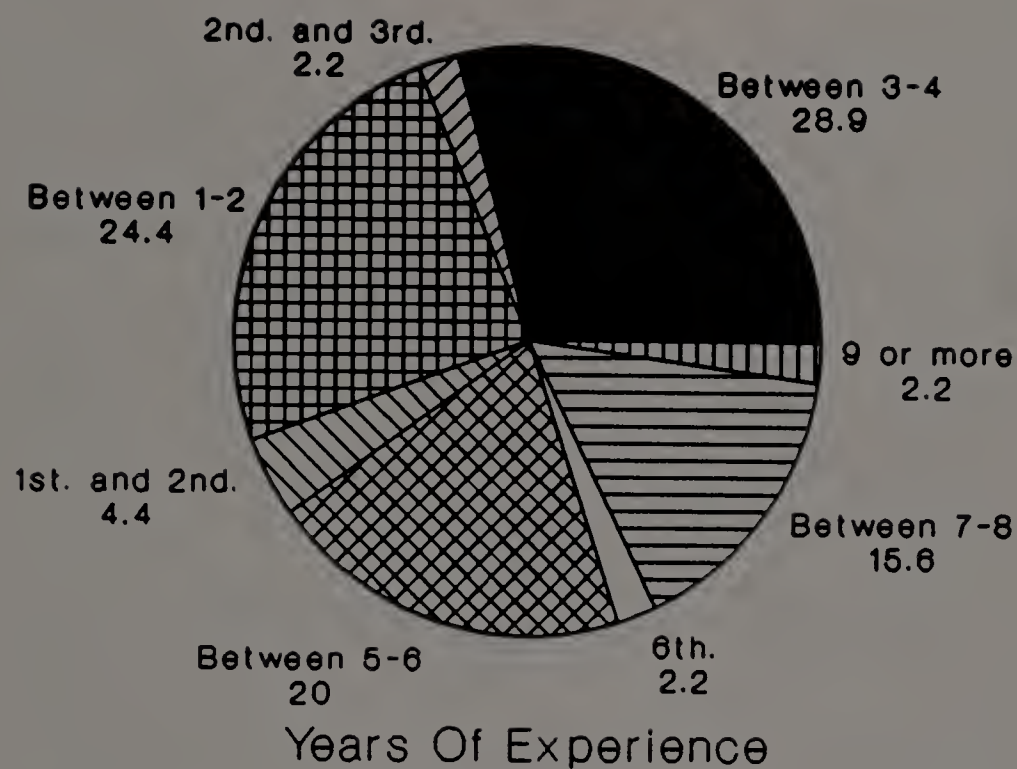


Figure 8

Distribution of the sample by years of experience

The figure number 8 shows the distribution of the sample based on years of experience of the teacher response. The 24 percent have one to two years of experience, the 29 percent have 3 to 4 years of experience, the 20 percent have 5 to 6 years of experience, and the 16 percent have 7 to 8 years of experience.

Table number 9 shows the correlation (r) determined of .0356 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.0356) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the grade that they teach.

Therefore we keep the null hypothesis number 1.8 that predicts that there is no significant relation between these two variables.

Table 9

Analysis of correlation between knowledge of the teacher
and the years experience in the grade they teach

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.0356	38	.3044	.05	N.S.
Years of experience in the grade they teach							
	2.30	1.067					

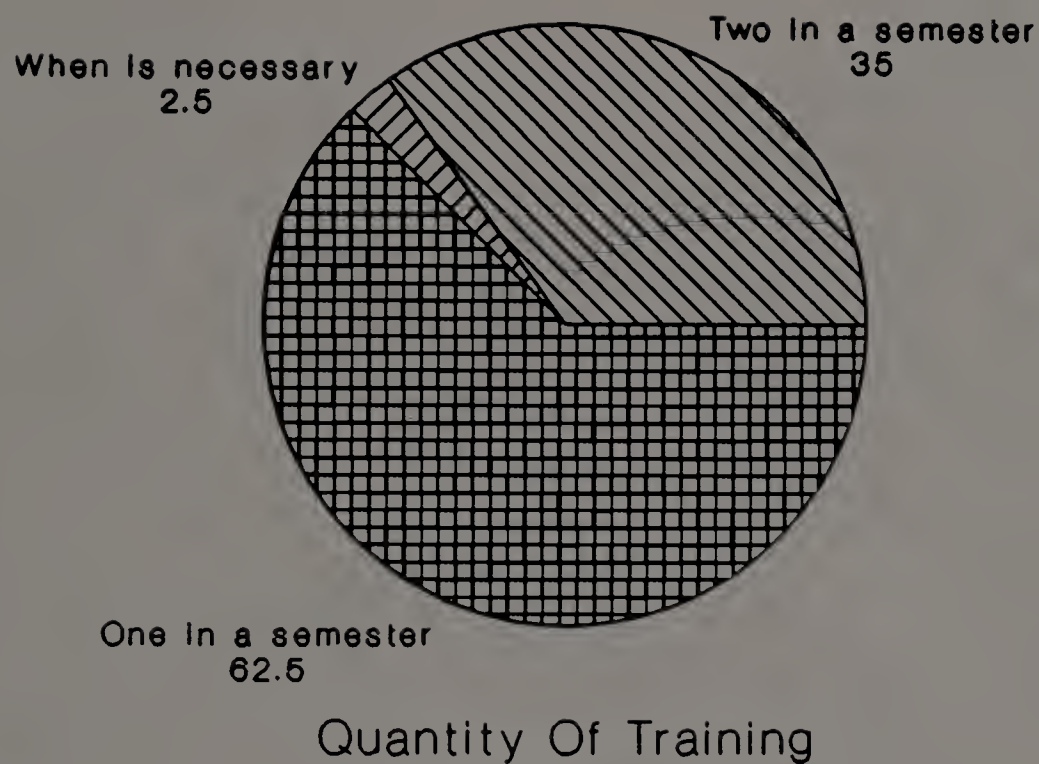


Figure 9

Distribution of the sample based on the quantity of training received

The figure number 9 shows the distribution based on the quantity of training received by the teachers of the teacher response. The 35 percent of them have received in two trainings; the 6.5 percent of the teachers have received one training each semester and 2.5 received training only when is necessary.

Table number 10 shows the correlation (r) determined of .0299 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.0299) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the number of trainings they attend.

Therefore we keep the null hypothesis number 1.9 that predicts that there is no significant relation between these two variables.

Table 10

Analysis of correlation between knowledge of the teacher and the number of trainings

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.0299	38	.3044	.05	N.S.
Number of training							
	5.23	1.025					

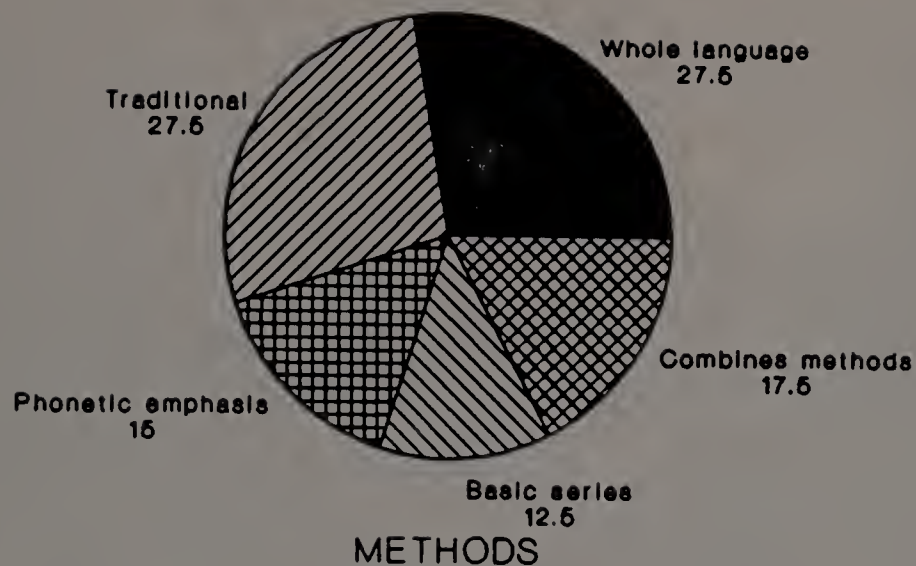


Figure 10

Distribution of the sampler based on teaching methods

The figure number 10 shows the distribution based on teaching methods used by the teachers of the teacher response. The 27.5 percent uses traditional and whole language respectively. The 17.5 percent combines different methods. The 12.5 percent used the basic series, and the 15 percent emphasized phonetic.

Table number 11 shows the correlation (r) determined of .1309 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.1309) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the teaching methods.

Therefore we keep the null hypothesis number 1.10 that predicts that there is no significant relation between these two variables.

Table 11

Analysis of correlation between knowledge of the teacher and the teaching methods

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.1309	38	.3044	.05	N.S.
Teaching methods							
	2.60	1.4106					

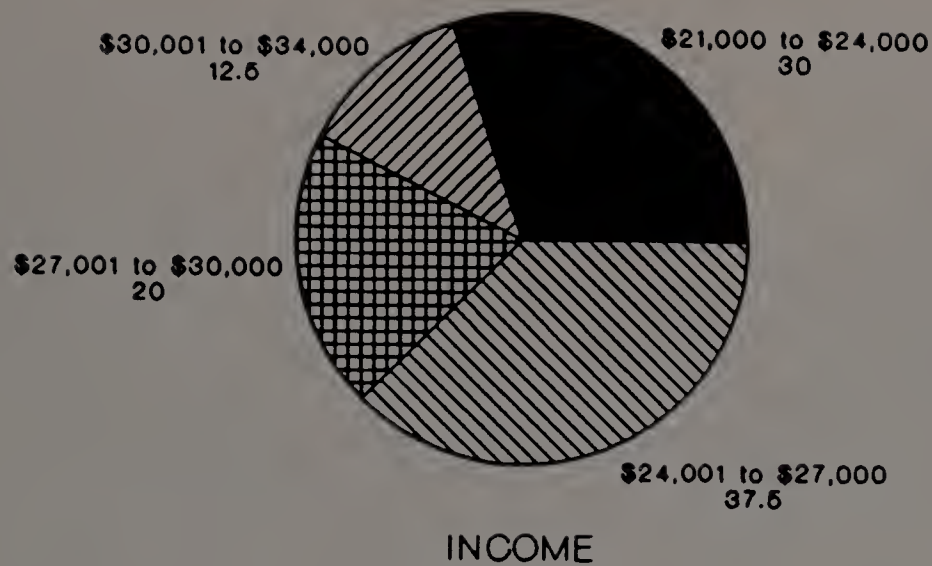


Figure 11

Distribution of the sample based on annual income

The figure number 11 shows the distribution based on the annual income of the teachers of the teacher response. The 30 percent of the annual income are between \$21,000 to \$24,000. The 37.5 percent between \$24,001 to \$27,000 and the 20 percent between \$27,001 to \$30,000 to 12.5 percent and between \$30,001 to \$34,000.

Table number 12 shows the correlation (r) determined of .3481 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.3481) is higher than the critical value (.3044) we conclude that there is a significant relation between the knowledge of the teachers and the teaching methods.

This relation is direct; which indicates a higher annual income, major knowledge of the teachers.

Therefore we keep the null hypothesis number 1.11 that predicts that there is a significant relation between this two variables.

Table 12

Analysis of correlation between knowledge of the teacher and the annual income

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.3481	38	.3044	.05	S.
Annual income							
	2.15	1.0013					

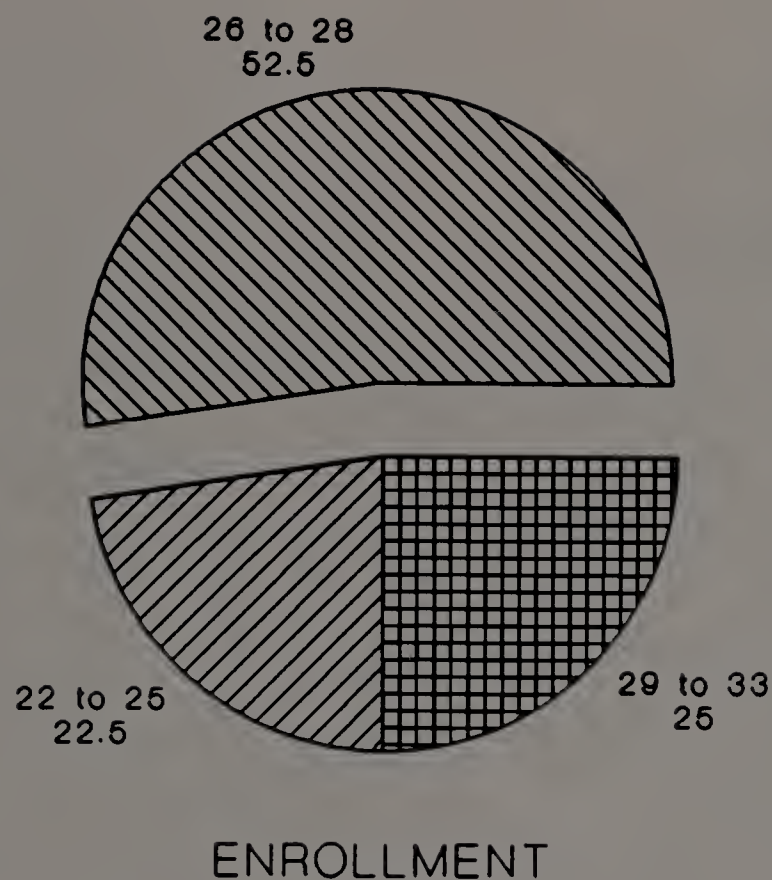


Figure 12

Distribution of the sample based on the number of the students enrolled

Figure 12 represents the distribution of the sample based on the number of the students enrolled of the teacher response.

Fifty-two and one half (52.5) percent of the teachers have an enrollment between 26 to 28 students, 25% between 29 to 33 students and 22.5% between 22 to 25 students.

Table number 13 shows the correlation (r) determined of .0097 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

Because the correlation (r) (.0097) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the number of the students in the class.

Therefore we keep the null hypothesis number 1.12 that predicts that there is no significant relation between this two variables.

Table 13

Analysis of correlation between knowledge of the teacher and the number of students in the class

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.0097	38	.3044	.05	N.S.
Number of students in the class							
	3.03	.6975					

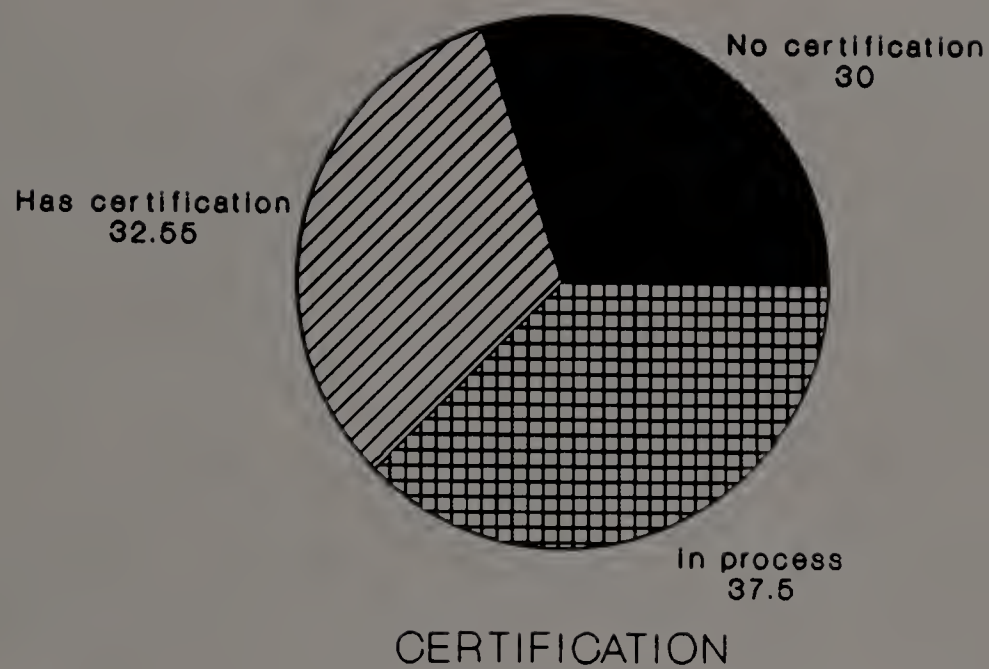


Figure 13

Distribution of the sample based on certification

The figure number 13 shows the distribution based on certification of the teacher response. The 33 percent of the teachers have certification. The 68 percent are in the process of getting the certification.

Table number 14 shows the correlation (r) determined of .1205 for 38 levels of liberty (df). The critical value of this case at the level .05 of probability is 3044.

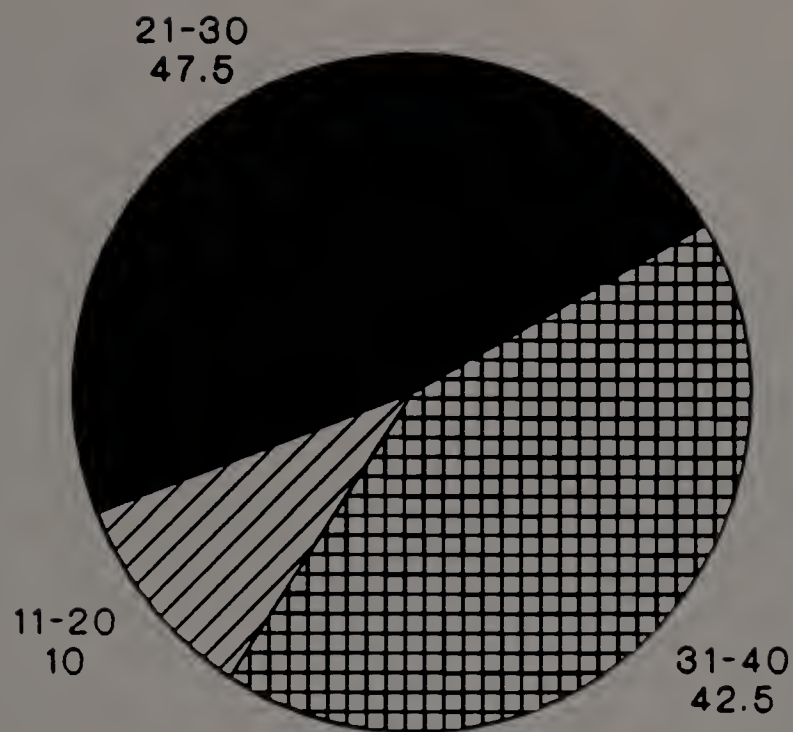
Because the correlation (r) (.1205) is lower than the critical value (.3044) we conclude that there is no significant relation between the knowledge of the teachers and the certification that they possess.

Therefore we keep the null hypothesis number 1.13 that predicts that there is no significant relation between this two variables.

Table 14

Analysis of correlation between knowledge of the teacher and the certification they possess

Variables	M	S.D.	Correlation	L.D.	C.V.	Prob.	Sign.
Knowledge of teachers							
	29.58	5.9995					
			.1205	38	.3044	.05	N.S.
Certification that teacher possess							
	2.05	.8458					



PUNCTUATION

Figure 14

Distribution of the sample based on score obtained on the test

The figure number 14 shows the distribution based on score obtained on the test of the teacher response. The 10 percent obtained between 11 to 20, the 47.5 percent obtained between 21 to 30, and the 42.5 percent between 31 to 40.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine what knowledge the bilingual teachers have on methods to teach reading. The teachers were selected from a Western Massachusetts school district. From the study the relationships between the knowledge and several factors are determined. Conclusions and implications, based on the study are presented in this chapter as well as several recommendations.

Conclusions

From the study we have concluded that there are no significant relationship between the knowledge possessed by the teacher (concerning reading teaching methods and the following variables: gender, residential zone, certificates, academic background, and the number of students in the classroom. Also, there is no significant relationship between the variables: teaching methods, number of trainings received, years of experience teaching a grade, grade, type of contract, years of experience and their knowledge of reading teaching methods. On the other hand it was concluded that there is a significant correlation between the age of the teacher and the knowledge on reading teaching methods. The higher the age of the teacher the greater is the knowledge on methods to teach reading.

between the knowledge of the teachers on reading methods and the variable annual income. It was found that the higher the income the greater the knowledge.

Implications

It was found that the variable residential area did not have a significant relationship with the knowledge of the teachers on methods to teach reading. It was demonstrated that the knowledge of the teachers was not affected by where they lived. The variable residential zone was not a determining factor.

The variable gender did not have a significant correlation with the knowledge of teachers on reading methods. It was demonstrated that there knowledge was no affected by their gender. The majority of the teachers included in the study were of the feminine gender. It was demonstrated that gender is not a significant vactor in the knowledge teachers have on reading methods.

In this study it was demonstrated that there is no significant relationship between the knowledge of teachers on how to teach reading and the certificate that the teacher posseses. The teachers knowledge on teaching methods is not affected by their certificates. The variable certificate is not a determining factor in their knowledge on how to teach reading.

It was also established that the variable academic background was

not correlated with the teachers knowledge on how to teach reading. It was demonstrated that the academic background did not have an affect on their knowledge on methods to teach reading. In this study 62.5% of the teachers had a B.S. degree. It was demonstrated that the variable academic background does not have a significant relationship with the knowledge of the teachers on reading methods.

The variable size of class does not have a significant correlation with the teachers knowledge on reading methods. The size of class is not a determining factor in the knowledge of teachers on teaching methods.

It was demonstrated in this study that there is no significant relationship between the knowledge of teachers concerning methods to teach reading and the method they use to teach. It was demonstrated that the variable method of teaching was not a determining factor in the knowledge of the teacher on methods to teach reading.

It was concluded from the study that the variable number of trainings received by the teacher did not have a significant relationship with their knowledge on reading teaching methods. Their knowledge was not affected by the number of trainings received.

It was concluded that there is no significant relationship between the years of experience of the teacher in a particular year and his knowledge on reading teaching methods. The variable number of years teaching in a grade is not a determining variable in the teachers knowledge of reading

teaching methods.

It was also concluded that the grade which he teaches was not a significant factor in his knowledge on methods to teach reading. The majority of the teachers surveyed for the study were teaching third grade (37.5%) and second grade (25%). Only 15% were teaching first grade. When the child reaches third grade it implies that he has been through a process to teach him reading. It is possible that if more first grade teachers were included in the study the results would be different. Since it is in first grade where the teachers must concentrate on teaching reading it is logical to conclude that they would have greater knowledge on different methods of teaching reading. Nevertheless in this study it was found that the grade was not a determining factor.

The type of contract of the teacher did not have a significant relationship with their knowledge on method to teach reading. It was demonstrated that the type of contract was not a significant factor in the knowledge of the teacher on method to teach reading.

It was demonstrated in this study that there is a significant relationship between the age of the teacher and his knowledge on methods to teach reading. It was demonstrated that the greater the age of the teacher the greater his knowledge on method to teach reading. Perhaps this is so because the older teacher has had a greater variety of personal and professional experiences which contribute to a greater knowledge on

methods to teach reading.

It was also demonstrated that there is a significant relationship between the knowledge of the teacher on methods to teach reading and the annual income. The greater the income of the teacher the more knowledge he/she has on methods to teach reading.

It is possible that the older teachers have the higher salaries and therefore are able to purchase books, subscribe to journals, and obtain information on methods to teach reading. They may also be able to participate in workshops or enroll in college courses.

Recommendations

After evaluating the findings of this study the researcher recommends the following:

- Repeat the study in three years with a similar sample and compare the results.
- Repeat the investigation with a sample of teachers of kindergarden and first grade.
- Take into consideration the years of experience of the teacher in the elementary school when considering the grade they will teach.
- Use teachers of greater age which have greater knowledge of techniques and methodologies so that new teachers may benefit from there experience.

- Use supervision between pairs where two teachers which teach the same grade can exchange ideas and methods.
- Prepare a series of tests which are in line with the vocabulary of the hispanic student.
- Prepare a curriculum based on the skill that the student should master after each grade. This curriculum may be established by teachers which know the methods and techniques to teach reading. New teachers would then have a solid foundation from which to begin there work.
- Obtain greater involvement of the parents in the teaching of reading to their children. Reading clubs, competitions, and expositions using the history and culture of the different countries which make up the student population can be promoted.
- Make a study of the student skills on reading and the methods used in the teaching of reading.

APPENDICES

APPENDIX A
HELPFUL REFERENCES

LAS ARTES DEL LENGUAJE

ESCUCHAR CAPACIDAD FISIOLÓGICA PARA OIR,
COMPRENDER, INTERPRETAR Y
REACCIONAR A LO QUE SE OYE.

HABLAR ACTO INDIVIDUAL; LA FORMA EN QUE
CADA PERSONA USA LA LENGUA.

LEER- EL PROCESO CONSISTE EN:

PERCEPCION RECONOCIMIENTO VISUAL Y MENTAL
DEL SIMBOLO ESCRITO.

COMPRESION RECONOCIMIENTO DEL SIGNIFICADO
LINGÜÍSTICO QUE EL AUTOR LE
ATRIBUYE A ESOS SIMBOLOS.

INTERPRETACION PROCESO ACTIVO QUE ENVUELVE
EL DESARROLLO DE LA MENTE
CRÍTICA QUE AYUDA A ANALIZAR Y
A VALORAR IDEAS.

INTEGRACION INCORPORACION A LA EXPERIENCIA DEL
LECTOR LO DADO EN LA LECTURA
ASIMILANDOLO EN DEVERSAS FORMAS.

ESCRIBIR LA REPRESENTACION DE IDEAS Y
PENSAMIENTOS POR MEDIO DE SIGNOS

ACTIVIDADES DE LENGUA ORAL

DAR OPORTUNIDAD AL NINO PARA HABLAR EN SITUACIONES REALES DE LENGUA ORAL.

CONVERSACION FORMA DE LENGUAJE ORAL ESPONTANEA

DISCUSION INTERCAMBIO DE IDEAS EN RELACION CON UN ASUNTO SOBRE EL CUAL EXISTEN DIFERENTES OPINIONES.

NARRACION RELATO DE IDEAS COMO CONSECUENCIA DE EXPERIENCIAS Y/O DE LECTURA CON LIBRE IMAGINACION Y CREATIVIDAD.

DESCRIPCION SENALAMIENTO DE CARACTERISTICAS ESPECIFICAS DE PERSONAS, ANIMALES O COSAS.

DRAMATIZACION REPRESENTACION DE ACCIONES GENERALMENTE DIALOGADAS.

EXPOSICION PROCESO MEDIANTE EL CUAL SE RELATAN HECHOS Y HALLAZGOS EN FORMA PRECISA Y ESCUETA.

RECITACION ACTIVIDAD DE LENGUA ORAL PARA CULTIVAR LA SENSIBILIDAD MEDIANTE EL USO DE LAS FORMAS MAS ARTISTICAS, PURAS Y BELLAS DEL LENGUAJE.

ACTIVIDADES DE LENGUA ORAL

DAR OPORTUNIDAD AL NINO PARA HABLAR EN
SITUACIONES REALES DE LENGUA ORAL.

CONVERSACION FORMA DE LENGUAJE ORAL
ESPONTANEA.

DISCUSION INTERCAMBIO DE IDEAS EN
RELACION CON UN ASUNTO SOBRE
EL CUAL EXISTEN DIFERENTES
OPINIONES.

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DESCRIPCION SENALAMIENTO DE CARACTERISTICAS
ESPECIFICAS DE PERSONAS, ANIMALES O
COSAS.

DRAMATIZACION REPRESENTACION DE ACCIONES
GENERALMENTE DIALOGADAS.

EXPOSICION PROCESO MEDIANTE EL CUAL SE
RELATAN HECHOS Y HALLAZGOS EN
FORMA PRECISA Y ESCUETA.

RECITACION ACTIVIDAD DE LENGUA ORAL PARA
CULTIVAR LA SENSIBILIDAD MEDIANTE

EL USO DE LAS FORMAS MAS ARTISTICAS,
PURAS Y BELLAS DEL LENGUAJE.

ASPIRACION MAXIMA

Desarrollar un individuo con capacidad y habilidad para escuchar con atención, pensar con claridad, hablar y escribir con exactitud y leer con comprensión en lengua vernácula.

METAS DEL PROGRAMA DE ESPANOL

1. Desarrollar al máximo las destrezas de expresión y comprensión necesarias para la convivencia humana.
2. Conocer y apreciar la historia y el patrimonio cultural que lo indentifica como puertorriqueño, reconociendo las aportaciones de otros pueblos.
3. Desarrollar la sensibilidad para discriminar y apreciar los valores éticos y estéticos; ampliarlos y orientar su vida en torno a estos.
4. Desarrollar procesos y destrezas necesarias para la búsqueda e integración del conocimiento.

OBJETIVOS GENERALES

1. Afianzar los sentimientos de amor y respeto hacia la lengua vernácula.
2. Brindar las mejores experiencias para el cultivo y perfeccionamiento de las artes del lenguaje.
3. Analizar y apreciar la creación literaria en los diferentes géneros, formas y estilos.

4. Comprender los valores culturales y literarios encarnados en las obras de mayor significación en las letras puertorriqueñas, hispanoamericanas y españolas.
5. Desarrollar y ejercitar los procesos fundamentales del pensamiento.
6. Estimular el ejercicio de la expresión oral y escrita en sus distintas manifestaciones.
7. Comprender y utilizar los medios de comunicación que la tecnología moderna ha desarrollado para lograr una vida más útil y productiva.
8. Dominar las estructuras lingüísticas para entender y hacer productiva la vida.

ETAPA DE ENRIQUECIMIENTO DE EXPERIENCIAS Y MAYOR EFICIENCIA

Esta etapa corresponde normalmente a los grados cuarto, quinto y sexto, y tiene como propósito aumentar las experiencias del niño para enriquecer sus actividades y lograr mayor eficiencia en las habilidades y destrezas de lectura. En esta época de la vida el niño siente gran interés y curiosidad por las aventuras, descubrimientos y exploraciones. Por eso hay que ofrecerle la oportunidad de extensas lecturas en distintos campos de la cultura. Cuando llegue este momento habrá un crecido número de alumnos que han alcanzado bastante dominio en los aspectos iniciados en los grados anteriores:

1. Independencia en el reconocimiento de palabras.
2. Destrezas básicas de comprensión e interpretación.
3. Variedad de intereses en lectura.
4. Cierta capacidad para apreciar material de lectura.

FINES DE LA ETAPA DE ENRIQUECIMIENTO Y MAYOR EFICIENCIA

La etapa de enriquecimiento de experiencias y mayor eficiencia exige:

1. Mayor exactitud e independencia en el reconocimiento de las palabras y su significación.
2. Más habilidad para comprender e interpretar el material leído.
3. Más rapidez en la lectura silenciosa.
4. Mejor calidad en la lectura oral.
5. Mejores hábitos de estudio.

Para lograr estos fines el niño debe relacionarse con abundantes fuentes de material variado de lectura. Una biblioteca es un recurso indispensable.

La enseñanza del proceso en esta etapa comprende los mismos aspectos que ha incluido desde sus comienzos: el básico, el instrumental y el recreativo. Se necesita un adiestramiento sistemático en cada uno de ellos. Habrá algunos niños que no posean los requisitos que lo habiliten para la etapa de enriquecimiento y la maestra tendrá que atenderlos en el nivel en que esten.

LAS UNIDADES DE LECTURA

Son las experiencias de lectura que prepara el maestro u otro autor con el propósito de iniciar a los niños en el reconocimiento y comprensión de los símbolos. Controlan un vocabulario que contiene unos fonemas para garantizar la jerarquía de las destrezas en la complejidad del proceso. Podríamos concluir que son aquellas selecciones hechas por el maestro o las que contienen los libros, periódicos o revistas.

Como se usan las unidades de lectura:

El maestro motiva al grupo haciendo un acercamiento entre el contenido y las destrezas. Puede usar objetos reales, láminas, adivinanzas, etc.

Introduce el vocabulario si es desconocido para los niños usando distintas claves.

Coteja la comprensión visual de las láminas o lámina que contiene el cartel o el libro.

Los niños escuchan o leen silenciosamente el cartel o la selección del libro, periódico o revista con un propósito claro.

Si el grupo es lento o regular seguirá el mismo procedimiento de la unidad de experiencia sistemática; pero si es un grupo talentoso puede obviar pasos a discreción del maestro.

Discuta el cuento con preguntas que los dirijan a pasar por los diferentes niveles de pensamiento hasta llegar a la apreciación.

Seleccione las palabras que contienen los fonemas donde hay que puntualizar. Analizelas utilizando las claves de análisis fónico y estructural. (Recuerde que es el momento para que el niño se independice.)

Diseñe ejercicios de práctica grupal e individual donde fijen las destrezas de reconocimiento del símbolo y comprensión. Compruebe los cambios de conducta.

HABILIDADES QUE DEBEN HABERSE DESARROLLADO AL TERMINAR LA ETAPA DE APRESTAMIENTO

Al terminar la etapa de aprestamiento los niños deben haber desarrollado las siguientes habilidades:

1. Expresión Oral
 - a. Formular oraciones completas
 - b. Organizar sus ideas en unidades
 - c. Hacer relatos con ayuda de láminas
 - d. Relatar los sucesos ocurridos en alguna actividad
(excursion, visitas)
 - e. Pronunciar en forma aceptable
 - f. Seguir direcciones orales
 - g. Identificar palabras que riman
 - h. Relatar una experiencia
 - i. Identificar nombres ó palabras que suenan parecidas.
 - j. Aprender y usar algunos conceptos de tiempo, distancia, cantidad, forma, tamaño. Ejemplos: arriba, abajo, temprano, tarde, aquí, allá, mucho, más, poco, grande, largo, etc.
 - k. Escuchar atentamente y comprender lo que se les lee.
 - l. Retener ideas de las poesías, rimas, canciones, cuentos, grabados y juegos que se estudian.

2. Percepción de sonidos
3. Reconocimiento de símbolos escritos
 - a. Notar semejanzas y diferencias en los símbolos
 - b. Notar semejanzas y diferencias en forma, tamaño, color, posición y dirección de objetos, figuras, láminas y letras.
 - c. Reconocer sus nombres, los de algunos funcionarios escolares, el del barrio, las calles, del pueblo, de la isla.
 - d. Reconocer los títulos de cuentos, poesías, canciones y juegos que se estudian.
 - e. Notar semejanzas y diferencias en las formas de las palabras que ven y usan más a menudo.
 - f. Reconocer de 50 a 75 palabras a primera vista.

EJERCICIOS PARA AUMENTAR LA RAPIDEZ EN LECTURA

Destreza: Amplitud Visual

1. Tarjetas de exposición rápida: palabras, frases, oraciones
2. Poner a crecer una frase
 - perro bueno; perro bueno y fiel; perro grande, bueno y fiel
 - mariposa monarca; mariposa monarca hermosa, mariposa monarca rauda y hermosa
3. Frases en tarjetas para localizar en una selección.
4. Frases en la repisa de la pizarra. La maestra lee una y un alumno la va a buscar. El que mas reconozca gana.
5. Dos juegos de frases en tarjetas. Unas en la repisa; las otras en manos de los alumnos. Las parean y las leen.
6. Juego de dominó con palabras y frases.
7. Juego de pelegrina con frases y oraciones.
8. Separe una oración en frases Carlos y José / se fueron temprano / a la finca. La maestra lee como modelo. Luego invita los alumnos a leer.
9. Taquitos copio casero. (Explicar como se hace).
10. Pareo de sujeto y predicados.
11. Preguntas en la pizarra para que los alumnos contesten con tarjetas que se les han distribuido.
12. Juego contado El Cartero. Cada niño lee rapidamente la carta

que recibe y ejecuta el mensaje.

13. Se reparten frases escritas en tarjetas. Se presentan láminas para que los alumnos lean frases que las identifican.
Ej.: los tres mininos
la monja voladora
14. Oraciones en tarjetas para que los alumnos las lean para contestar a las preguntas: quién, qué, cómo, donde, cuántos.
15. Revoltillo de frases: frases mezcladas en la repisa de la pizarra para organizar de una manera que adquieran sentido.
Ej.: con manchas, Pepino, negras y blancas, es un perro.
16. Preguntas de la maestra para los alumnos seleccionar oraciones en tarjetas y leerlas. (material sencillo para que el lector no se frustre).
17. Porciones para leer cronometrando. Anotando en gráfica de progreso.
18. Leer material dialogado.
19. Pedirles que lean una selección marcando las ideas principales y frases cronometrando el tiempo.
20. Recortes de periódicos (material narrativo e informativo sencillo). Los alumnos localizarán y leerán rápidamente tópicos y subtópicos. Cronometrando 15 a 25 segundos.
Luego pedirle al lector que mencione los temas.

21. Recortes de periódicos para leer párrafos y clasificar lo leído por temas: Aviación, Viajes, Excursiones, Educación, Compra, Venta, Colocaciones.
22. Leer una selección en tiempo cronometrado y contestar ejercicios de comprobación. Anotar puntajes en gráfica de progreso.

DIFICULTADES MAS COMUNES EN LECTURA EN LAS DESTREZAS AUDITIVAS

- Comprende poco ó mucho de lo que escucha.
- Recuerda poco o mucho de lo que escucha.
- Necesita que le repitan las instrucciones.

EN LAS DESTREZAS VISUALES

- Identifica con dificultad lo que ve: Objetos, palabras, símbolos escritos.
- Insiste en llamar las letras por sus sonidos en vez de llamarlas por su nombre.
- Lee palabra por palabra, le falta expandir su amplitud visual.
- Sustituye sonidos, palabras.
- Copia con muchos errores o poca exactitud.

VOCABULARIO

- Reconoce con dificultad el vocabulario básico.
- A veces no puede explicar el significado de las palabras de mayor uso.
- Tiene dificultad en usar el vocabulario incorporado en oraciones.
- Tiene dificultad en deletrear.
- Demuestra dificultad para explicar personificaciones, símiles, metáforas; parear antónimos y sinónimos de palabras esenciales que conoce.

ANALISIS DEL VOCABULARIO

- Demuestra dificultad para reconocer palabras por:
 - a. configuración
 - b. contexto
 - c. análisis de la estructura de la palabra.
 - d. sus combinaciones fonéticas
 - e. utilizando las destrezas de diccionario.

LECTURA ORAL

- No lee con la rapidez que la norma de su grado exige.
- Frases en forma inadecuada.
- Pronuncia y entona en forma deficiente.
- No observa las pausas adecuadas que el material exige.
- Hace frecuentes omisiones, inversiones, repeticiones, sustituciones.
- Necesita mejorar sus hábitos al leer de pie ó sentado.

HABILIDAD PARA LA COMPRESION E INTERPRETACION

- Demuestra inhabilidad para leer por unidades de pensamiento.
- Carece de la destreza de sentido oracional.
- Falla en entender el mensaje del autor.
- Demuestra inhabilidad para aislar y retener información valiosa.
- Falla al organizar las ideas en orden cronológico; en orden lógico.
- Falla al localizar la idea principal; los detalles que la suplementan.
- Falla al formular juicios sobre lo leído.

- Demuestra poca sensibilidad para la lectura apreciativa.
- Falla en captar los mensajes sensoriales.

HABILIDAD EN LA LECTURA INSTRUMENTAL (lectura de estudio).

- Demuestra poco o mucho desconocimiento del vocabulario especializado.
- Demuestra insuficiencia en el dominio de conceptos básicos.
- Demuestra poca habilidad en la interpretación de material ilustrado (láminas, mapas, gráficas, escalas).
- Demuestra desconocimiento de símbolos y abreviaturas.
- Demuestra dificultad al organizar las ideas (bosquejar).
- Demuestra dificultad para localizar información.
- Demuestra dificultad en ajustar la rapidez con que lee a los propósitos y a los materiales de estudio.

HABITOS DE ESTUDIO

- Es lento en la destreza de ojeo.
- Es lento en la localización de ideas.
- Demuestra insuficiencia en el uso y manejo de las fuentes de información.
- Demuestra dificultad en el uso de la tabla de contenido, el índice.
- Aparenta estar limitado en la técnica de organizar material para informes.
- Es impreciso al seguir instrucciones.

APPENDIX B
LETTERS

14 de enero de 1992

Prof. María Barreto
40 Longwood Ave.
Holyoke, Ma. 01040

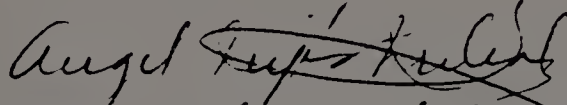
Estimada profesora Barreto:

Reciba un cordial saludo. Recientemente recibí su carta donde me solicitaba el estudio y corrección de una prueba sobre enseñanza de lectura para maestros que enseñan a leer. Según su carta, esta prueba será el instrumento que usted utilizará en su estudio para la Universidad de Massachusetts en Amherst.

Procedí a estudiar cada una de las aseveraciones que se incluían en su estudio, basándome en los conocimientos y la experiencia que poseo. La felicito grandemente por la elaboración del mismo. Entiendo que dicha prueba responde a su interés de investigación. Considero que está apropiada para su estudio.

Deseándole mucho éxito, quedo,

Atentamente,


Angel Mejías-Meléndez, MAEd.

PROPOSAL FOR RESEARCH OR STUDY IN THE HOLYOKE PUBLIC SCHOOLS

Date: 2/2/92

To: George Counter
Superintendent

From: Maria L C Bonetto
Proponent's Name

Telephone: 536 2178

Address Holyoke
40 Longwood

UMASS
Associated Agency

I. Proposal Overview: (Brief description of problem or objectives of the proposed research. Use additional sheet if necessary.)

II. Schools and Persons to be involved:

III. Anticipated Procedures to be used:

Procedures in sequence

Time involvement of students and/or school staff

I will be administering a questionnaire and test to TBE Teachers. This will be my instrument to make a research project to finish my P.H degree. This study is an exploration of approaches for teaching reading to elementary students

The TBE Teachers

Time 60 min.

IV. List and explain questionnaires or testing instruments to be used (attach samples).

V. Time Schedule

a. To begin project: 2/15/92

b. To terminate project: 3/4/92

c. Date need approval: Before 2/15/92

HOLYOKE PUBLIC SCHOOLS
Holyoke, Massachusetts

MEMORANDUM OF AGREEMENT

The Holyoke School Committee grants permission for Maria del C. Bando to administer a (survey - test) in the Holyoke Public Schools. This permission is granted with the following understanding:

- a. Classroom disruption to instructional time will be kept to a minimum.
- b. Teachers will voluntarily participate in the distribution and collection of the surveys, tests, etc. Copies of all surveys will be provided to the Holyoke Teachers Association.
- c. No costs will be incurred by the school district for duplication, translation, summarizing etc.
- d. The anonymity of students and the school district will be maintained.
- e. Final reports will be provided to the Holyoke School Committee through the Superintendent prior to being released to the press, or other publications or journals.

Maria del C. Bando
Signature

2/2/92
Date

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